Title: OCCUPATIONAL SOCIALISATION AND THE SUBJECTIVE WARRANT OF PHYSICAL EDUCATION TEACHERS

Name: Michelle Flemons

OCCUPATIONAL SOCIALISATION AND THE SUBJECTIVE WARRANT OF PHYSICAL EDUCATION TEACHERS

Michelle Flemons
ID: 0924276

Submission Date: 18th December 2017
Word Count: 87,349

Submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy Awarded By: University of Bedfordshire

Abstract

Based on ideology rather than a philosophy, physical education (PE) is dominated by a traditional curriculum and custodial teaching orientations that are recycled inter-generationally. The subjective warrant has a direct relationship with the conception of beliefs related to perceptions of how PE should be delivered. Using occupational socialisation as a framework and Bourdieu's concept of habitus, field and practice as a thinking tool, the purpose of the study was to determine the subjective warrant's adequacy in 21st century PE, identify changes to the subjective warrant, and its impact on teaching behaviours over time. Using a mixed methods approach informed by the interpretive paradigm, life story semi-structured interviews were conducted and analysed using thematic analysis with 29 teachers at different career points. In-service teachers' lessons were analysed using the System for Observing Needs-Supportive Interactions in Physical Education (SONIPE). Independent samples t-test was used to compare teacher behaviours between Newly Qualified Teachers (NQTs) and Experienced Teachers (ETs). PE teachers being recruited within the profession, academicisation of PE and perceived high competition for entry give the subjective warrant stringency. Attitudes and beliefs towards pedagogy do not define one's role. Changing situational factors influence the perceptions of affirmation and accountability in teaching. Significant differences in teacher behaviours for relatedness ($t = 0.172$, $p = 0.084$) and structure ($t = 0.119$, $p = 0.102$) occurred more in ET's group indicating more custodial practices. The subjective warrant still has currency and its stringency identifies why PE is slow to evolve due to the recycling of the group habitus within the field. Innovative pedagogical practices are not defined by role but by attitudes and perceptions towards teaching. Physical education recruitment needs to attract individuals who are not 'typical' recruits. Ways to keep innovative teachers in the field need to be considered.

Acknowledgements

So many people have supported my PhD and I am grateful to everyone who has influenced this journey in one way or another. This has been a huge part of my life for such a long time; a constant that has run alongside the ups and downs of life. Submission marks the end of one chapter and the beginning of another.

I will never forget the encouragement and support given to me by Dr. Toni O'Donovan and Dr. Joanne Hill who have allowed me the space to grow personally and professionally. Their patience, kindness, time and expertise will always be greatly appreciated. I must also acknowledge Dr. Jeffrey Aldous, who provided guidance with the quantitative work involved in the study. I hope that one day I will be able to pass on to others what they have all given to me.

A particular debt of gratitude goes to Angie, Sophy, Saul and Danny who over the past 16 years have been part of my academic and personal journey. Your love and support will stay with me always. Jimmy, Debbie and Keith, you were an important part of my childhood and my ongoing love for gymnastics is owed to you. I would also like to thank Prof. David Kirk and Dr. Ashley Casey for initiating my PhD journey and providing support in the beginning before moving on to other ventures. Also, thank you to my Auntie Joy, Mum, Dad and Nicky.

Finally, a special thank you goes to my friends and family. Michael, your love, patience and understanding made this possible especially towards the submission date. I would also like to give a massive thank you to my beautiful children; Daniel, Olivia, Abbey, Grace, Daisy, Harry, Millie and Emily. You have supported me in your own way; those cuddles came at the right time when I needed them the most, I love you all. Daniel, you are never far from my thoughts. All of you hold a special place in my heart and have been central to my growth during this process.

Table of Contents

Table of Tables

Table of Figures

List of Abbreviations

Association for Physical Education	AfPE
Experienced Teacher	ET
Initial Teacher Training	ITT
Mixed Methods Research	MMR
National Curriculum for Physical Education	NCPE
Newly Qualified Teacher	NQT
Physical Education Teacher Education	PETE
Physical Education	PE
Postgraduate	PG
Pre-Service Teacher	PST
Qualified Teacher Status	QTS
Self Determination Theory	SDT
The Qualifications and Curriculum Authority	QCA
Undergraduate	UG
United Kingdom	UK

Chapter 1 **Introduction**

In this chapter I will provide an overview and outline my personal narrative as related to the thesis before considering the aims and the research questions. I will position my study within 21st century physical education and outline the structure of the thesis.

1.1 Overview of the Study

Drawing upon the seminal work of Lortie (1975), Lawson (1983a and 1983b), Dewar and Lawson (1984) and Templin and Schempp (1989b) surrounding teacher socialisation in physical education, the purpose of this study was to investigate;

a) the extent to which the concept of the subjective warrant might remain an adequate means of determining the basis for an individuals' decision to become a physical education teacher,

b) what changes to the subjective warrant teachers identify over time, and

c) The extent to which changes in the subjective warrant impact on teacher behaviours in physical education over time.

This study contributes to a growing body of research that focuses on physical education teachers' journeys into and through their teaching career. The study aimed to provide further insight into how Pre-Service Teachers (PSTs), Newly Qualified Teachers (NQTs) and Experienced Teachers (ETs) are influenced by their thoughts, feelings, perceptions and beliefs surrounding the profession and how they change over time. Richards and Lux Gaudreault's (2016) suggestion that there is a necessity for further methodological diversity in teacher socialisation research provided justification for using a mixed methods approach to further examine changes in the subjective warrant, the extent to which any changes influence teacher behaviour and translate into teaching

practices at one year (NQT) and five years+ (ET) post-Physical Education Teacher Education (PETE). Furthermore, it is necessary to identify the significance of myself as the researcher and providing reflection on my role as a coach, a pre–service teacher, an experienced teacher and presently a teacher educator. The next section aims to outline my previous experiences and how they have provided the motivation, passion and inspiration for this area of research.

1.2 Motivation and Inspiration for the Study

As an individual involved with elite women's artistic gymnastics as a gymnast and a coach, I did not always enjoy physical education. I perceived it as being dominated by traditional games. Moreover, I recognised a significant amount of my class not willingly engaging in physical education; particularly in secondary school. After completing my secondary school education and having a short break from academic study, I chose to pursue a career in teaching physical education and returned to education as a mature student. I entered Physical Education Teacher Education (PETE) intending to promote change within the subject by creating more balance through pedagogical practice and a wider variety in the types of activities being taught within the curriculum. I firmly believed that this would encourage a more positive physical education experience which would include all children.

However, it was evident that my Physical Education Teacher Education (PETE) cohort was dominated by competitive games players; many of whom were confident, loud, and at times overbearing. During teaching placements, the same PSTs gained recognition for their perceived excellent knowledge and practice. My extensive knowledge in the minor sporting activities such as gymnastics, swimming and my previous experiences as a women's artistic gymnastics coach did not hold the same amount of value. Although I worked hard in developing my knowledge of traditional games, subject knowledge was always something that was highlighted as an area for

improvement. I felt that I had a more rounded knowledge base than some of my peers; however, their lack of knowledge in the 'minor' activities often went unnoticed.

There was even less emphasis on pedagogy. Many of the approaches learned at university were deemed by my mentors as 'not fit for purpose in the real world'. Even though I loved teaching, I soon realised that in order to pass teaching placements, I needed to teach the way my mentors wanted me to teach. Unlike the skills, drills and game approach often mirrored and perceived as great teaching by my games playing peers and mentors, I was not wholly comfortable with using these approaches.

Once I qualified as a teacher, the same issues prevailed. The curriculum was still dominated by traditional games and innovation was seen as introducing yet another game-based activity. Great emphasis was placed on the physical domain and the social, cognitive and affective domains often happened as a secondary by-product. I felt that this may have contributed to many children either completely or partially disengaging and just going through the motions in physical education lessons. The children who loved physical education continued to do so and often had really good relationships with their physical education teachers. Often the games players held an affinity with their physical education teachers beyond the lesson. The physical education department office became a social space to discuss their favourite sports and bond more closely through their mutual interests. This was complemented with additional time spent on extra-curricular activities and trips away from the formal physical education environment.

Somewhat disenfranchised with school physical education, I later entered Higher Education to work within Physical Education Teacher Education in the hope of influencing the next generation of teachers. I noticed that many years after entering PETE, the same PST's dominated the course.

It felt to me as if history was repeating itself. When the PST's went on placement, those who specialised in activities that did not dominate the curriculum found that mentors often commented that they lacked subject knowledge for teaching physical education. There was a recycling of the traditional curricula and it was governed by a teacher directed approach to teaching. I perceived the consequences of this were the same as more than 20 years previously; marginalisation for those who needed a different approach and a great experience for those who already excelled in physical education.

Drawing from my personal experiences as a pupil, as a PST, an experienced teacher and a teacher educator, I could see that for almost four decades, change in physical education had been limited. However, I remained passionate about the potential of physical education in giving all children the motivation, confidence and physical competence to lead a physically active life as argued by Whitehead (2015).

Identifying physical education teachers themselves as central to this, I wanted to know what influenced their thoughts and behaviours and how this impacted on the future generations and practices within the profession. This background led me to the beginning of this PhD study and helped me maintain my focus through what has been a long and sometimes difficult process as I completed my PhD part-time alongside my full time lecturing post with two maternity leaves, eight young children and multiple changes of supervisors at key points. Despite these challenges, my belief in the potential and concerns about the slow pace of change remained unwavering.

1.3 Rationale

Locke (1992, p363) portrayed a dim view of physical education. He suggested that a significant number of individuals have learned to 'dislike physically active play, disrespect physical education

teachers and devalue their own capacity to learn movement skills'. From this position, he concluded physical education in its current form was failing as a result of design flaws, institutional limitations placed on teachers in schools, changes in youth culture and the impact of the history of the subject itself. Locke (1992) inferred that trying to continue to work with physical education as it is constructed in its current form would not produce more positive views and outcomes of physical education. Drawing from this, Kirk (2010) identified three futures for physical education; more of the same, extinction, or radical reform. He argued that if the profession continues to reproduce 'more of the same', in the current climate, physical education will become extinct. Pessimistically, Kirk is somewhat sceptical about the profession's ability to engage with radical reform given historical analysis of curricular change in physical education. Green (2002) suggested that physical education was based on ideology rather than a philosophy and due to the intergenerational (Brown, 1999, Brown and Evans, 2004) and interdependent links (Green, 2002) teaching pedagogies and a 'traditional curricula' has been recycled in physical education for decades. Providing an explanation as to how and why there is so much resistance to change is key in a) ensuring PETE programmes are effective and b) a deeper understanding of who the recruits are, why they are attracted to teaching physical education, and what factors influenced their decision.

The term 'subjective warrant', originally conceived by Lortie (1975), has been widely used by researchers interested in the occupational socialisation of physical education teachers to identify why an individual chooses to enter the profession. A subjective warrant 'consists of each person's perceptions of the requirements for teacher education and for actual teaching in schools' (Lawson, 1983a, p6). This view is shaped by individual events, experiences, people and processes. Dewar and Lawson (1984) maintain that there is a direct relationship with the conception of one's beliefs

with regards to what they perceive physical education to be and how it should be delivered in schools even before they enter a Physical Education Teacher Education (PETE) programme.

An individual's beliefs act as filters for teacher learning and are major determinants of a teacher's practice (Borko and Putnam, 1996). It is therefore important to have an appreciation of these beliefs in order to understand the value-added nature of PETE programme (Dewar and Lawson, 1984). Identifying whether the concept of the subjective warrant continues to have currency in the 21st century might help to further understand the occupational socialisation process of physical education teachers. It will also provide a solid foundation to ensuring PETE programmes impact on teacher pedagogy, beliefs (Richardson, 1996) and teacher attitudes (The Organisation for Economic Co-operation and Development, 2006) which in turn can impact on teacher behaviour (Calderhead, 1996). These factors affect pupil learning and experiences in physical education. Furthermore, teacher behaviour can also influence an individual's journey into the profession (Woods, Richards and Ayres, 2016).

Dewar and Lawson (1984) noted that there was little empirical research into why people enter the profession. Given that teacher socialisation helps to explain why the profession is so resistant to change (Richards, Templin and Graber, 2014), looking at the key recruitment processes can give insight into why a subject that has previously been identified as having a permissive warrant only recruits a certain type of teacher. This is important if the future of physical education depends on its ability to recruit new members who can instigate radical reform. Using the subjective warrant for physical education specifically, Dewar and Lawson (1984) had two hypotheses; one for the attractors into the profession and one accounting for their decision to enter the profession. They hypothesised that individuals were attracted to teaching physical education because they wanted a continued association with sport, they enjoyed working with people, they perceived that

teaching physical education had good working conditions and they were providing a service to society. They also indicated that the individuals attracted to the profession will have had positive primary and secondary involvement and will perceive themselves to be high achievers in physical education and sport. Dewar and Lawson (1984) also hypothesised that their decisions to enter teacher education is based on their gender and experiences; which ultimately sets their orientations with regards to what and how they will teach.

Understanding what the original framework defining the factors influencing the subjective warrant looked like (Lawson, 1983a, 1983b; Dewar and Lawson, 1984) was crucial for this study to allow me to identify any differences in recruitment into the profession. Drawing from their framework defining the factors influencing the subjective warrant, Dewar and Lawson's (1984) hypothesis was based on the situational factors whereby academic standards to enter PETE were lower than other courses. However, they also recognised that historically females achieved a higher grade -average than their male counterparts and were in line with other university courses.

Dewar and Lawson (1984) built a profile for coach orientated and teacher orientated individuals. They suggested that teacher orientated individuals have limited involvement in extra-curricular sports and consider their physical education teachers to be very influential. The high achievers who enjoyed their primary involvement in sport have a tendency to demonstrate a more custodial orientation pedagogically. They suggested PSTs that fit this profile would continue to emulate and recreate the same experiences they had themselves due to the fulfilment they gained from it. Those who did not enjoy their primary experiences had a more innovative orientation; indicating that these particular recruits were the ones that would be more open to promoting change and trying new ideas. The authors believed that coach orientated individuals had a tendency to coach

the sports they are specialists in themselves, view teaching as a career contingency, and perceive physical competence as their most important trait when applying to enter PETE.

Although the subjective warrant gets a frequent mention in the literature, it has not been fully investigated as a concept during this time. There are many similarities as noted by Woods and Roades (2010) that haven't changed over the past three decades. The concept of teacher orientation – coach orientation and role conflict has been further examined in more recent years (Curtner–Smith, 1997; Curtner–Smith, Hastie and Kinchin, 2008; Richards, 2015; Richards and Hemphill, 2017); however, the subjective warrant that primarily underpins these concepts has not been rigorously tested in more recent years.

1.4 Positioning the study within 21st century physical education

There has been much debate over the definition of physical education and how it should be taught over the years (Capel and Whitehead, 2013; Kirk, 2010). Defining how physical education has been viewed historically and how this has impacted on 21st century physical education is central to positioning my study and justifying the relevance of the subjective warrant of physical education teachers. The external factors that have influenced physical education over the past six decades gives precedence to where the initial thoughts, beliefs and perceptions surrounding the profession are derived from, and how they may impact on the future of physical education.

The term physical education can mean different things to different people (Capel and Whitehead, 2013). Furthermore, Capel and Whitehead (2013) suggest that an individuals' interpretation of physical education will often be implicit. This supports Green's (2002) notion that physical education is based on ideology created through interdependent links. Physical education can be perceived as physical activities conducted in different environments. Alternatively, some may

purely focus on how it can contribute to the school curriculum. Within a United Kingdom context, physical education needs to be differentiated from recreation and sport (Capel and Whitehead, 2013). Physical education can contribute towards recreation in the sense that it can inspire pleasure and introduce children to sport and physical activity; which Bailey et al (2009) noted as historically being one of the contributors to children's overall health and wellbeing. However, recreation is something we partake in voluntarily; physical education is not voluntary, it is a compulsory activity embedded within the National Curriculum in schools. Qualifications and Curriculum Authority (2007a) defines physical education as a subject that encourages children to develop competence and confidence to take part in physical activities that will promote lifelong physical activity beyond school. QCA (2007a) also suggest that this can be achieved through the successful development of all aspects of physical performance. In contrast, Association for Physical Education (2015) advocated that children need to learn the movement skills for a variety of physical activities. Movement should be integrated within the learning of other aspects of the curriculum and beyond; developing physical, social, cognitive and affective learners (Bailey et al, 2009; AfPE, 2015).

In conjunction with this, Capel and Whitehead (2013) identified that there is a need to understand the difference between physical education and sport. The authors also considered sport as synonymous with physical education. Physical education teachers can be socialised into the profession via sport (Lawson, 1983a) therefore the significance of where physical education ends and sport begins is a contributory situational factor influencing the subjective warrant. Curtner–Smith (1997) believed that teachers can enter the profession with two warrants; one for coaching and one for teaching. If the sporting warrant is dominant, there will be more emphasis on teaching the activity as opposed to teaching the child. Capel and Whitehead (2013) argue that while sport is undoubtedly an important part of physical education, it should not dominate the curriculum. In

incidences where it does, the authors suggest that this has been a contributory factor leading to the disillusionment of many children involved in compulsory school physical education.

Capel and Whitehead (2013) identified three main reasons that have led to the dominance of traditional competitive sporting games on the physical education curriculum. The first is the physical education teachers themselves; many enter the profession to share their love of sport (Dewar and Lawson, 1984) and love of games to their learners. The second is that school facilities will lend themselves to games based activities quite easily. Finally, The National Curriculum for Physical Education (NCPE) in the UK made competitive games a compulsory requirement since 1992 in a child's formal education, whereas the other activity areas are optional (with the exception of swimming in Key Stage Two). However, the establishment of competitive games within schooling has a much longer history.

There has been much debate surrounding how Physical Education can gain the best long term outcomes for mind and body since its establishment at the beginning of the 19th Century (Pfister, 2003).

The 1909 syllabus of physical exercises was earliest syllibi produced by the Board of Education. It mapped out the contribution of physical education and school sport to a child's education. Bailey et al. (2009) outlined the main effects including a) better general health through efficient functioning of the body and b) remedial effects such as correcting posture. Its main aim was to assist with the natural growth of children. Educational benefits focussed upon mental and moral development including self -discipline, concentration, dexterity, and determination as well as promote positive wellbeing through the physical exercises.

Physical exercises such as Lings Gymnastics and Swedish gymnastics were used to promote discipline and obedience (Kirk, 1992). Ling, 1840/1979, p52 (cited in Lundvall and Schantz, 2013, p.7) defined pedagogical gymnastics as the means 'whereby one learns to master their own body'. Furthermore, Lundvall and Schantz (2013) drawing from Ling's work, highlighted that in order to correctly cultivate the human body, 'an elaborate system of different movements to promote the ability for movement control and competence' (p.7). The authors described the movements as having defined starting and finishing positions and being performed with rhythm and trajectory. The system was differentiated in nature, starting with easy skills to building towards more complex movements and movement patterns. The movements were free standing and could be performed with or without apparatus. According to Lundvall and Meckbach, 2003, cited in Lundvall and Schantz (2013, p7.) competition was not the aim of this movement practice. Within the UK, Lings gymnastics aesthetic focus had potential to provide benefit for the spectator and the performer. The drill orientated sequences had strong connections with the military and were seen to promote social benefits such as good workers in men and good mothers in women (Kirk, 1998).

According to Kirk (2010), Lings Gymnastics was retained as the main form of physical exercise in the UK until the mid 20th Century. Its dominance was attributed to its strong institutionalisation and its central focal point surrounding health and hygiene with a view to minimising incidences of poor body posture and infectious diseases as well as using education to strengthen character (Bonde, 2006). Ling's unisex approach to movement meant that girls were also included; especially as other physical training options for girls' bodies during this time was limited (Kirk, 2010). This subsequently led to a strong female PETE culture.

Lings gymnastics shifted to a more 'natural' form of movement in the form of educational gymnastics and dance; particularly with primary school aged children with a focus on aesthetic (Bailey et al. 2009). This was a result of the majority of physical educators being female during this time. Influenced by what Laine (1989) described as drawing more attention to a theory of body, rhythm and effort saving, it challenged the more traditional movements that were popular in the early 20th Century which were centralised around drill and command.

According to Lundvall and Schantz (2013), the nature of the movements as embodying the values of emotions and adding soul liberated the body and allowed for self- education. Carli (2004 cited in Lundvall and Schantz, 2013, pp 9) suggested that the performance of movement was 'characterized by sensitiveness, adaptability, body awareness and expression'. This was termed the 'feeling of movement' and did not challenge the ideals of the female body at the time. (Lundvall and Schantz, 2013). Instead, it initiated a more subjective experience of the body (body-as –subject). Stanislavski (1961, p228) further supports this notion by suggesting that 'The body can provide a direct route to the emotions…in every physical action, unless it is purely mechanical, there is concealed some inner action, some feeling'. It's focus on the affective domain, described by Pope (2005) as subjective, imprecise and personal in nature, is associated with enjoyment and self-esteem. This was achieved by the physical educators by taking the works of Laban from 1930's, which combined movement and emotion. The Ministry of Education published their document, 'Moving and Growing' in 1952, which recognised how educational gymnastics and aesthetic experiences could nurture emotional growth and expression. Lundvall and Schantz (2013) highlighted this as central to movement education. Furthermore, Laban's movement framework embodies the self, lived body and phenomenal experience that is crucially important to

better understand what it means to be human and is an outward expression of inner intent (Groff, 1995).

However, these influences involved breaking with the stiff traditional floor-standing gymnastics. This met opposition and resistance from male teachers within the profession, especially once the World War II had finished and men started to dominate the profession again (Lundvall & Meckbach, 2003 cited in Lundvall and Schantz, 2013). A lack of knowledge of Laban's methods by the male teachers also contributed to the dominance of competitive sport within the games driven physical education curriculum (Capel and Whitehead, 2013). Ling gymnastics rapidly lost its dominating position from the 1950s to 1960s and sports overtook that role (Lundvall and Schantz, 2013). Prior to this, physical education was underpinned by society's need to produce soldiers for war (Kirk, 1992).

An explanation for this is that during this period, secondary school education was a privilege for the wealthy and the middle classes and sport was seen as a vehicle through which moral and physical development in preparation for life could be encouraged (Mangan, 1983). Competitive games became more established on the physical education programme in schools; particularly after the introduction of mass secondary school education. Games associated with the private schools instilled good leadership skills, team spirit and good character (Mangan, 1986). This was prevalent following the reform of the public schools; whereby the values already mentioned were central to the purpose of adopting games based physical education curriculum (Mangan, 1981a). This was also used to reduce delinquent behaviour amongst the less privileged.

Additionally, the Wolfenden Report (1960) focussed on sport and community. Physical education and school sport was perceived as an outlet for emotion and a source of enjoyment, which is still prominent amongst those within the profession today. Capel and Whitehead (2013) recalled that during this time, state schools became co-educational, and physical education department merged. The newly amalgamated physical education departments were often led by male teachers and mixed physical education classes were more common place. According to Munrow (1955), sport became a mass participation activity with a focus on skill. Furthermore, females engaging in a variety of traditionally male-dominated sports was viewed positively, whereas males attempting activities perceived as female dominated were few and far between. Additionally, Lundvall and Schantz (2013) highlighted the lack of support in the governing mind-sets within PETE. The emphasis of sport post World War II was accompanied by military style circuit training. Morgan & Adamson (1961) described this as being effective due to it not needing a vast amount of time or space to be executed. It was therefore more accessible than the complexities of Lings Gymnastics. Lundvall and Schantz (2013) commented on how easily the dualist notion of mind and body being separate with a focus on training the body could replace the previous, monist notion that viewed the mind, body and soul as one.

Mosston (1966) attempted to move away from authoritarian pedagogy of command style, however, none of the more recent pedagogies over the past 40 years have contributed to radical change in physical education and the sport as technique approach. May years later, Tinning (2010) recognised that there was still a need to move away from a body- as –machine paradigm. In more recent years, Whitehead's (2001) concept of physical literacy has attempted to refocus physical education by encouraging practitioners to foster a monist view whereby the mind and body are one so that children would develop the 'motivation, confidence, physical competence, knowledge

and understanding to take responsibility for engagement in physical activities for life' (The International Physical Literacy Association, 2014). By prioritising the thinking and feeling learner (Lloyd, DATE) physical literacy resonated with Laban's movement framework used to encourage more naturalistic movement patterns within Lings Gymnastics. Lloyd (DATE) aligned Laban's framework with physical literacy by identifying how both concepts can promote cognitive, affective and psychomotor domains concurrently, and views the body as one. It links one's internal feeling with the external movement. Manen (1997) noted that Laban's Movement Framework helped teachers make the link between what they were familiar with (body – as machine) with experiences of interactivity. This was facilitated in a way that perceptually intertwined the body, space, time and relationships and made existential concepts central to health and physical education. Despite these efforts to move away from a sport as technique, body as machine culture, Brun Sundblad, Meckbach, Lundvall, & Nilsson, (2010) suggested that many individuals entering PETE have strong personal experiences in sports, whereas their experience with other forms of physical activity limited. They arrive with what Bourdieu (1984) termed a sport habitus.

Despite the limited approach to delivering physical education, Smith and Biddle's (2008) notion that young people need to learn how to incorporate and value physical activity as a daily part of life became established during the beginning of 21st Century. Concerns surrounding the consequences of physical inactivity are becoming ever more prevalent (World Health Organisation, 2002). Physical education is perceived as being much more than a medical necessity (Lundvall and Schantz, 2013). The authors alluded to physical education also being responsible for developing self- esteem, body awareness, and health.

In more recent years, Capel and Whitehead (2013) have noted that there has been very little change in physical education. The following points have contributed to this lack of evolution within the subject. Firstly, the committees creating the National Curriculum for Physical Education (NCPE) were often made up of a mixture of individuals with different physical education and sporting backgrounds and gender. According to Penney (2006), over more recent years, they have also included the views of non-specialists who hold positions within the government departments. The final outcomes for the NCPE represent a compromise of the views of all involved in the discussions. Moreover, the NCPE is presented in a non-prescriptive way to allow schools more choice towards reaching the aims. Teachers have subsequently interpreted the NCPE in a way that matches their school traditions, facilities and ideologies (Green, 2002).

In more recent years, the NCPE has attempted to broaden the range of physical activities offered within physical education (Whitehead and Capel with Wild and Everley, 2010). However, many schools have continued to reinforce their predominantly sports based programmes and Capel and Whitehead (2013) concluded that the NCPE has not had a major impact on physical education in secondary schools and has not really reflected the societal changes such as having a more culturally diverse community. The authors concluded that further consideration was needed for the multiple ways young people interact with each other, technological advances and growing health issues. Green (2008) reported that the physical education curricula in many countries still had a continued emphasis on competitive team sports. Furthermore, Penney (2006) also recognised that although the physical education curriculum had broadened, it was still dominated by team game sports.

Many advocates for radical change in physical education have repeatedly argued that the curriculum is currently focused on a traditional ‘one size fits all’, sport technique based, multi-

activity form' (Kirk, 2013, p3). Others have argued that the 'traditional curricula' has a primary focus on physical competence in running, jumping and ball skills (Green, 2002); whereas the focus on aesthetic awareness and rhythm has less emphasis (Nyberg and Larsson, 2012).

Kirk (2010) identified that part of the problem was the fact that physical education has been grounded in a particular version of sport, that is sport as technique. According to Penney and Chandler (2000), that physical education is very activity focused is not a major problem, how the activities are delivered is. Typically, physical education is very custodial and adopts a more command style (Mosston and Ashworth, 2002) reminiscent of the physical training era from decades earlier that was commonly used in schools. Often, the skills needed for the activities were decontextualised by being practiced in isolation. Moreover, the skills, drills, game approach left little time to practice the skills within a game context. Siedentop (2002a) described how the lower level skills were often repeated year on year, therefore limiting student progress. In conjunction with this, the focus on sport made physical education exclusive to those who excelled in sport. Kirk (1992) drew attention to the fact that physical education teachers often provided extra-curricular activities for those students. This extension of the activities accessed through physical education classes were often limited in number and therefore they omitted the vast majority of students. Kirk (2010, p6) described this idea as 'sportification'.

1.5 Positioning the study within 21st century physical education teacher education

Understanding the journey of physical education historically helps to position this study within the UK context. Kirk (1992) observed that during the 1970s, physical education started to become more academicised. The requirements to become a teacher shifted from a diploma qualification to a degree level subject. Physical education became more theorised as a result, thus limiting time on

developing practical knowledge needed for teaching during PETE. In more recent years, government changes to policies surrounding teacher education otherwise referred to as Initial Teacher Training (ITT) has made perceptions of entry into Physical Education Teacher Education more stringent. According to Universities UK (2014), the vast majority of ITT has previously been provided by universities, who work in partnership with schools. This ITT model aimed to give Pre – Service Teachers (PSTs) the best of both worlds by combining the realities of teaching in schools with developing pedagogical knowledge in university. However, recent reforms in ITT were highlighted in the government's 2010 White Paper titled 'The Importance of Teaching'. Table 1 identifies the changes and the rationale for them. This has been included to give a brief overview of the changes that need to be considered when examining the situational and societal factors of the subjective warrant.

Table 1.1: Recent Reforms to ITT (Universities UK, 2014, p8)

Reform	Purpose of Reform	Details
Expansion of school-centered training	To increase the proportion of time trainee's spend in the classroom	Allocate fewer training places directly to universities Allocate more training places to School Direct Double the size of Teach First Encourage more groups of schools to become SCITTs
Review basic skills tests	To raise the status of teaching as a profession by making pre-entry tests more rigorous	Trainees to pass skills tests in numeracy and literacy as an entry requirement into teacher training (rather than while receiving training) Pass mark raised and candidates limited to two resits Remove requirement to pass ICT test
Review trainee funding criteria	To attract more specialists into subjects where it is hardest to	Enhanced bursaries for those recruited to teach

and bursaries	attract teachers To emulate countries such as South Korea, which recruits teachers from the top 5% of graduates	mathematics, physics, chemistry and modern languages Restrict funding to those with at least a 2:2 degree
Introduce new routes into teaching	To make it easier for schools to employ those with the required skills	Schools can employ those with Qualified Teacher Learning and Skills (QTLS) status Schools can employ anyone qualified as a teacher in Australia, Canada, New Zealand and the USA without a requirement for additional training
Revise Ofsted framework for inspections of ITT	To increase the quality of ITT provision	Only training providers (e.g universities) rated as outstanding guaranteed to keep their core allocation of student numbers for 2013–14 and 2014–15 Remove postgraduate training allocations from providers or lead schools that require improvement

Universities UK (2014) highlighted a decline in ITT being provided by universities. Previously, 80% of allocations were given to universities, whereas more recently only 51% of places have been allocated. As a result of this, the Schools Direct option has become a popular route for pre-service physical education teachers (PSTs). This has become problematic due to the fact that Schools Direct has over recruited, therefore creating too many newly qualified teachers for the available teaching posts. The implications of physical education teaching being perceived as highly competitive may act as a barrier to those wishing to join the profession.

Although Universities UK (2014) indicate that there are many positive developments from the expansion of Schools Direct, they failed to highlight them. In contrast, they stated that universities

face uncertainty because of the fluctuating allocations and funding. It was further implied that the demand for Teacher Education has been reduced as a result of this. The influencing factors for this reduction were listed as the following; revised entry requirements, teacher pensions and performance management, thus creating marked implications on the situational and societal factors that influence the subjective warrant for teaching physical education.

As highlighted in table 1.1, since 2013, entrants are now required to pass QTS skills tests in numeracy and literacy before entering PETE as opposed to taking them at some point before completing the course. The resits have now been limited to two per test and the pass mark has been raised. This thesis will give insight into how this situational factor has impacted on PETE entry and caused changes in applicant behaviours. Hopefully this will build on the anecdotal evidence provided by universities that indicate that the tests have acted as a disincentive to apply for PETE. In order for ITT to be sustainable, universities are in need of far more stability. They are central to providing high quality teacher education and developing supportive partnerships with schools across the UK.

An overview of 21st century physical education and physical education ITT gives further insight into where the traditional curriculum and physical education ideologies were derived and continue. This study will investigate how these factors impact on an individual's subjective warrant for teaching physical education, the changes over time and the influence on teacher behaviour.

1.6 Research Questions

In this section I will present my three research questions with an overview of each question.

RQ1) To what extent might the subjective warrant remain an adequate means of determining the basis for an individual's decision to become a PE teacher?

Identifying whether the concept of the subjective warrant continues to have currency in 21st century might help to further understand the occupational socialisation process of physical education teachers. It will also provide a solid foundation to ensuring PETE programmes impact on teacher pedagogies and beliefs (Richardson, 1996) and teacher attitudes (The Organisation for Economic Co-operation and Development, 2006) which in turn can impact on teacher behaviour (Calderhead, 1996). These factors affect pupil learning and experiences in physical education. The success of any academic programme depends on attracting and keeping quality students. This is why understanding potential recruit's perceptions of teaching is important (Mensch and Mitchell, 2008).

The subjective warrant's adequacy was examined using occupational socialisation as a framework and the concept of habitus within the context of field and practice (Bourdieu, 2001) was used as a 'thinking tool' to aid in providing a deeper understanding of the participants' life stories and how they contribute towards their thoughts, feelings and perceptions towards teaching physical education. The subjective warrant as previously discussed, is made up of three distinct categories; personal, social and situational (Lortie, 1975; Lawson, 1983a, 1983b).

> RQ2) What are the subjective warrants of individuals from two different PETE courses (one UG, the other PG) at a) point of entry into the course (PST), b) after one year of teaching (NQT) and c) after five years of teaching (ET), and what changes to their subject warrants over time do teachers identify?

Drawing from Fessler and Christensen's (1992) teacher career cycle model, the personal, situational and social factors that combine and contribute towards an individual's subjective warrant will inevitably change over time. By using the factors influencing the subjective warrant defined by Dewar and Lawson (1984), experienced teachers (ETs) with five or more years teaching

experience were identified to give life story semi-structured interviews. Makela, Hirvensalo, Whipp and Laakso (2013) suggest that the first five years of teaching are critical, and that at five years, teachers leave the physical education classroom for either promotion or career exit. This would suggest that this is a point whereby teachers' thoughts, feelings and perceptions can change. This section of the study will identify when wash out (Zeichner and Tabachnick, 1981) occurs and what teachers do in order to fit the existing structures in the physical education field in order to 'secure a place within the inner sanctum' of the physical education community (Bourdieu, 1977, p72). Moreover, it will examine the factors that influence teacher beliefs in preparation for RQ3 when how this is translated into teaching behaviours is further examined.

RQ3) How does an individual's subjective warrant impact on their teacher behaviours and motivation over time?

NQTs and ETs taking part in the study were filmed teaching a physical education class of their choice and analysed using Haerens et al (2011) protocol based on Self Determination Theory termed the System for Observing Needs-Supportive Interactions in Physical Education observation tool (SONIPE). Teachers enter the profession because of their love of working with people, providing a service to society and to have a continued association with sport. By identifying which needs-supportive behaviours are most prevalent at each career point, I will be able to determine how their subjective warrant has influenced their attitudes and practices in lessons. How teachers deliver their lessons and interact with students will help to give further insights into how the subjective warrant translates into teacher behaviours and highlight how this changes over time.

1.7 The Structure of the Thesis

The thesis is structured around eight chapters. The first chapter introduces my study by positioning myself as the researcher, provides context surrounding why physical education is in its

current position and highlights the situational and societal changes that may have influenced an individual's decision to enter the profession. This introductory chapter also outlines my research questions.

The second chapter gives a detailed literature review defining the key concepts used to underpin this study; notably occupational socialisation, the subjective warrant and Bourdieu's habitus, field and practice which is being used as a 'thinking tool' to give a unique insight into how the factors influencing the subjective warrant impact on the thoughts, feelings and perceptions of those choosing to pursue a career in teaching physical education. This chapter also highlights recent changes and current issues surrounding teacher beliefs, where they are derived from and how they translate into teacher behaviours.

The third chapter gives consideration to the methodology and methods employed for the study. As a mixed methods study broadly informed by the interpretive paradigm, justification is given for the methods and data analysis employed for this investigation. The research population and settings have been identified.

The fourth chapter presents the findings relating to the factors influencing the subjective warrant in 21st century physical education and provides a basis through which the subjective warrant can be examined in comparison to its conception four decades ago to determine its adequacy in 21st century physical education.

The fifth chapter presents the findings relating to the factors that teachers identify as influencing their changing thoughts, feelings and perceptions over time. Further attention was drawn to how these factors have influenced their practices. Fessler and Christensen's (1992) career cycle model

in the organisational phase was used to identify the position of the teachers in relation to their changing attitudes towards teaching.

The sixth chapter presents the findings from observing the needs-supportive behaviours in physical education classes drawing on the data generated using the SONIPE tool. The chapter identifies any significant changes over time by comparing the NQT group to the ET group.

The seventh chapter discusses the findings from chapters four, five and six. It gives insights into the findings from the study by aligning them with literature already in the field and highlights the contribution the findings and what their interpretations have to the teacher socialisation field of research. It also gives further consideration to future research related to this study.

The eighth chapter concludes this study by drawing the main findings together, highlighting the original contribution to the field noting the implications, limitations and future research.

The writing style of my thesis is designed to be inclusive for most readers. Anderson, Magrath and Bullingham (2016) suggest that work needs to be explained in a straightforward manner using language that is accessible and can be understood. I therefore aim to write to ensure that readers who need to be able to access my work the most, namely undergraduate and post graduate pre – service physical education teachers, can do so. This audience in particular have the potential to change the current teaching and learning climate within physical education.

Chapter 2 **Literature Review**

2.1 Introduction

The purpose of this literature review is two-fold. Initial attention will be drawn to the literature concerning occupational socialisation in physical education. Subsequently, the review will be focused on investigating the subjective warrant of physical education teachers throughout the three phases of occupational socialisation to identify any changes over time. Although the main focus of this study will be on the subjective warrant's currency in 21st century physical education, there will be further investigation into how the subjective warrant impacts on teacher behaviour and how the behaviours evolve over time in physical education lessons.

Further consideration will be given to teacher beliefs and how previous experiences impact and inform teachers' practices and views on physical education. Specifically, this review will detail the subjective warrant's adequacy as a means through which one can ascertain why an individual would want to enter the profession. Further, in conjunction with the review of occupational socialisation and the subjective warrant in teaching physical education, I outline how habitus (Bourdieu, 1971, 2001) is used within the study and the influence practices have on it.

2.2 Theoretical Frameworks and Key Concepts

There are three key concepts that need to be clearly understood in order to conduct this research. The first is the Occupational Socialisation theoretical framework used to underpin the study, the subjective warrant and Bourdieu's (2001) concepts of habitus, field and practice. A comprehensive understanding of these is essential to conduct this study effectively.

2.2.1. Occupational Socialisation

Socialisation, defined broadly, is the process through which individuals foster the norms, cultures and ideologies that are valued within a particular social setting and how they interact with each other (Billingham, 2007). Teacher socialisation, as a concept, was originally conceived through workplace socialisation. Its focus is on the ways in which individuals learn what Bauer and Erdogan (2011) describe as the knowledge, skills and dispositions needed to become effective members of any given profession. The socialisation process encompasses how one transitions from one role to another throughout life (Hushman and Napper – Owens, 2012).

Richards and Lux Gaudreault (2017), drawing from the earlier work of Lortie (1975) and Lacey (1977) identified that the study of physical education teacher socialisation has been influenced by the general education literature, thus enabling researchers to understand one's motives for entering the profession. In addition to this, it has also been influenced by the effectiveness of Physical Education Teacher Education (PETE) programmes and the challenges encountered by teachers when they enter the profession. Lawson (1986, p107) described occupational socialisation as "all of the kinds of socialisation that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers". According to Stroot and Williamson (1993), occupational socialisation can be viewed as an appropriate theoretical framework that can be used to examine the socialisation of teachers of physical education.

Zounhia (2009) concluded that occupational socialisation was just as prevalent now as it was thirty years ago. However, the author also observed that the characteristics, beliefs and identities of physical education teachers had drawn considerably less attention. Richards and Templin (2012) justified occupational socialisation as a theoretical framework and described it as a valid lens

through which one can identify the role they adopt in teaching physical education and why. This complements other researchers who also suggested that it cannot only be used to interpret and analyse one's subjective warrant but also their role orientation towards teaching (Deenihan and MacPhail, 2013; Deenihan and MacPhail, 2017; Stran and Curtner-Smith, 2009).

Occupational Socialisation is made up of three phases as identified by Lawson (1983a). Although distinct, they can become interrelated. The three phases of occupational socialisation are: the anticipatory/acculturation phase (before entering PETE), the professional phase (during PETE), and the organisational phase (entering the 'field'). Table 2 summarises this.

Table 2.1: The three phases of occupational socialisation (adaptation of information from Lawson, 1983a)

Phase	**Stage of Development**
Anticipatory/ Acculturation	Birth – Pre-PETE programme
Professional	During PETE Programme
Organisational	After PETE programme (in the working environment)

The acculturation/ anticipatory phase was described by Hutchinson (1993) as having a powerful impact on recruits moving into the field well before entering a Physical Education Teacher Education (PETE) programme. As the most influential phase, there is a significant impact on how one thinks and behaves in relation to their environment socially and physically (Green, 2002). In more recent years Templin, Padaruth, Sparkes and Schempp (2016) have observed that the anticipatory/ acculturation phase specifically has received less attention than the other phases.

This phase is central to examining the subjective warrant's adequacy because of its significant influence on pre-service teachers (PSTs) joining the profession.

Western and Anderson (1968, p96) define professional socialisation as 'the process whereby the recruit comes to learn about and internalise the culture of the profession he has elected to enter.' Schempp and Graber (1992, p.330-331) later expanded on this by defining it as 'a negotiation between a social system and a person where both sides become changed…as the points of contention are negotiated in the actions of everyday life'. Furthermore, Graber (1991) identified that the professional phase had the least impact on pre – service teachers. In a more nuanced consideration Lawson (1983a) highlighted that the professional phase has the most impact on teacher orientated students with a more innovative orientation, partial impact on those who he described as coach orientated students with a custodial orientation, and minimal impact on students whose main focus was collegiate sports. Richards, Templin and Lux Gaudreault (2013) highlighted that often, pre-service teachers are not always prepared for the reality of the social, political, and economic climate within schools due to the changes over the past two decades and that their occupational socialisation does not adequately prepare them for this. Educational reform and teacher accountability is more prevalent than ever (Ball, 2017), and although the subjective warrant for teaching physical education may not have changed over the past three decades, the realities of teaching have.

The organisational phase is the process by which one comes to learn their role within the particular organisation (Van Maanen and Schein, 1979). This is evident not only when one transitions from PST to NQT, but also during school experience as part of the PETE programme. The organisational phase is significantly influenced by wash out (Zeichner and Tabachnick (1981), and reality shock caused by lack of equipment, physical education being perceived as a

marginalised subject within school, large class sizes resulting in difficulties with behaviour management and custodial ideologies from other physical education teachers within the department. This essentially leads to the adoption of a pedagogy of necessity (Tinning, 1988) whereby NQTs will teach to suit the physical education department and school they are working within; even if they do not necessarily agree with the practices they adopt, in order to fit in and feel part of the team. By using these phases as a guide, the significance and impact of each phase on the development of an individual's subjective warrant and habitus can be examined, which is central to this study.

2.2.2. Habitus, Field and Practice

Mauss' (1973) original concept of habitus was based on the notion that each individuals' actions are conceived and influenced by psychological, physiological and sociological factors; 'the triple man'. Bourdieu (1990) further developed this by defining it as a way in which one can explain how a person acts and behaves the way they do. Habitus can be seen as 'second nature', acting as an 'automatic, blindly functioning apparatus of self– control' (Elias, 1969: cited in van Krieken, 1998: p59). Due to the unconscious, embodied nature of ones' habitus, an individual's actions and behaviours on a day to day basis are often subconscious (Fernandez-Balboa and Muros, 2006). Habitus, according to Bourdieu (1990), is directly affected by the field (the environment) and practice (the behaviours and actions of others within the environment). Green (2002) noted its significance on the evolution of teacher beliefs and practice. Moreover, Bourdieu (1998) argued that it is reflexive in nature. Habitus is therefore a pertinent tool that can be utilised to investigate the evolution of the subjective warrant of physical education teachers and occupational choice.

Habitus is made up of two words: it was initially derived from the Latin word 'habitude', meaning custom or habit, and *'exis'* (Aristotle) which translates as 'acquired ability'. Neither of the two

words really encompasses the metaphysical habitudes, that second nature, or 'mysterious memory' as Mauss (1973) described it. 'Habits' don't just vary between individuals, but also between societies, education, proprieties, fashions and prestige. This notion, developed from Mauss' (1973) invitation to consider the world from an abstract point of view, highlights his emphasis on the miscellaneous – the 'obnoxious rubric' – which can be interpreted as the areas of study and observations that have not been grouped or titled by the concrete evidence of the natural sciences. Through observation, Mauss (1973) suggested that all our actions (techniques of the body) are influenced by the psychological, physiological and sociological factors (the triple man) that clearly define who we are and where we are from. Mauss' concept has been further investigated by Bourdieu (1978) within his theory of habitus, field and practise. Habitus can be used as a theoretical underpinning to further investigate one's occupational choice generally, and the subjective warrant specifically for becoming a teacher of physical education.

Interestingly, Brown, Morgan and Aldous (2016) suggested that once habitus has been developed through sustained and repetitive practices within the social field, the physical, emotional and cognitive orientations towards the social world will provide guidance for an individuals' perception of how they need to act within that field; in this case within physical education. Once developed, these orientations, otherwise described as dispositions, can be difficult to change, thus facilitating the continuity of deeply embedded practices within the field. Bourdieu (1984), cited in Lisahunter, Smith and Emerald (2015) suggested that a group – habitus was possible after a long period of shared and or similar experiences. Furthermore, Bourdieu (1990) indicated that the behaviours of an individual will be viewed positively providing they conform to the practices already embedded within the field. Sirna, Tinning and Rossi (2010, p73) relating to Bourdieu (1977) describe the school as the 'field' or social setting which is '*infused with power struggles and organising structure*' where students and newly qualified teachers in particular continue to develop their

habitus. Sirna, Tinning and Rossi (2010) noted that the relationship between habitus and field at this stage is dynamic; through continual experimentation, socially constructed ways become embodied within one's identity and become naturalised therefore cementing historical behaviours into the present. If a PETE programme has not been particularly effective and student beliefs 'filter' their training (Borko and Putnam, 1996), then they are more susceptible to wash out [1](Zeichner and Tabachnick, 1981; Lawson, 1983b), and reality shock which leads to the adoption of a pedagogy of necessity [2](Tinning, 1988). However, habitus is not fixed or permanent and under different situations over a period of time it can be subject to change (Bourdieu, 1984). Brown, Morgan and Aldous (2016, p207) elaborate on this by suggesting that 'crisis and creativity' are central to these changes. This sets a precedent for investigating the subjective warrant's changes over time and how it influences teacher behaviour.

2.3 Subjective Warrant for Teaching Physical Education

Lortie (1975) identified two significant factors that influenced the career decision making process. These are attractors and facilitators. Lortie (1975: p26) defines the attractors as 'the comparative benefits (and costs) proffered would-be entrants' (i.e. material and psychic gains). The facilitators, the most prolific being the subjective warrant, represent what Templin, Woodford and Mulling (1982, p120) described as 'social mechanisms which help move people into a given occupation'.

---

[1] Wash out is defined as 'a regression in student attitudes towards more traditional viewpoints either during student teaching or during the first year of teaching' (Zeichner and Tabachnick, 1981, p7)

[2]Pedagogy of necessity defined as 'the dominant pedagogy in student teaching is inherently conservative; it is characterized by technical rationality and embraces an outmoded view of professional knowledge' (Tinning, 1988, p82)

For example, the influence of others such as teachers, parents, friends, and one's perceived absence of alternative professions.

Lortie (1975, 2002) noted five facilitators and seven attractors to teaching highlighted in table 3. These attractors are the catalysts for driving certain individuals towards teaching as opposed to any other profession. As noted in the table, the subjective warrant is identified as a facilitator.

Table 2.2: Attractors and Facilitators of Teaching (adapted from Lortie, 1975/2002)

Attractors	Facilitators
The interpersonal theme	**The Subjective Warrant**
The service theme	Special Facilitators
The continuation theme	Identification with teachers
Material benefits	Continuity with family
Time compatibility	Blocked aspirations
Social mobility	
Employment Security	

The term 'subjective warrant', originally conceived by Lortie (1975), has been widely used by researchers interested in the occupational socialisation of physical education teachers to identify why an individual chooses to enter the profession. A subjective warrant 'consists of each person's perceptions of the requirements for teacher education and for actual teaching in schools' (Lawson, 1983a, p6). This has a direct relationship with the conception of one's beliefs with regards to what they perceive physical education to be and how it should be delivered in schools even before they enter a Physical Education Teacher Education (PETE) programme. A wealth of research in this area

suggests that the subjective warrant is conceived long before a person enters a PETE programme (Doolittle, Dodds and Placek, 1993; Dewar and Lawson, 1984). The subjective warrant can be used as a tool to help researchers explore the events, processes, people and experiences that are influential in the decision-making process from early childhood (Dewar, 1983a). Additionally, building on Lortie (1975), Lawson (1983a) noted that the subjective warrant was still an important basis for career choice

Each PSTs subjective warrant is unique, although it may also possess similarities to other PSTs. This is because each individual's biographies are influenced by external factors and are socially constructed and constituted (Lawson, 1988). Although there are some similarities, the subjective warrant varies amongst each individual as a result of the interactions between the personal, societal and situational factors. Dewar and Lawson (1984, p23) devised a theoretical framework to help to identify and categorise these, thus validating the subjective warrant as a concept for researchers to use to analyse one's perceptions and beliefs (Table 4).

Table 2.3 The Factors Influencing an Individuals Subjective Warrant for Physical Education (adapted from Dewar and Lawson, 1984, p23)

Personal Factors	**Situational Factors**	**Societal Factors**
Significant others, gender, race, ethnicity, self-concept and aspirations	Socio economic status, academic achievement, primary involvements, and achievements in physical education and interscholastic and agency sponsored sport. Secondary involvements and achievements in physical education and interscholastic and agency sponsored sport.	Cultural stereotypes for physical education and sport Impact of professional recruitment processes Perceptions of: i) status and economic rewards of the physical education profession ii) working conditions (job security, hours of working, vacations) of the profession. iii) requirements for entering

	Other related work experience.	the profession.

Belka, Lawson and Lipnickey (1991) further identified the subjective warrant as a person's self-assessments weighed against the perceived requirements and demands for teaching physical education and noted the importance of this on occupational choice. The perceptions and beliefs surrounded by these are significant and of interest for this study.

Lawson (1983a) believed that the dynamics of occupation choice have not been investigated until students have already decided to enter the profession or are already enrolled on a PETE programme. Having a clear idea of what influences occupational choice and the subjective warrant's contribution to this will provide insight into the impact of professional socialisation, entry into the work place and an individual's perceptions and performance of his/ her professional role (Dewar and Lawson, 1984). Furthermore, understanding the subjective warrant can, according to Richardson (1996), help develop a new set of teacher beliefs during PETE and impact on teacher behaviour (Calderhead,1996). Tsangaridou (2006) summarised that teachers' beliefs shape the professional knowledge acquired through teacher education programmes instead of initial beliefs being shaped by professional knowledge.

2.4 Review of Research Findings

This section provides a review of literature surrounding the subjective warrant and occupational choice using occupational socialisation as a framework. It identifies the reasons an individual has for entering the profession, the subjective warrant as a concept and the relationship between identity and subjectivity. Moreover, this section examines the personal, situational and societal

factors influencing the subjective warrant followed by further consideration of the teacher – coach continuum.

Researchers over four decades have identified the same key themes as to why an individual would want to enter the profession: an interest in sport, a love of working with children, and the influence of significant others (Lortie, 1975; Lawson, 1984; Hutchinson, 1993; and O'Bryant, O'Sullivan, Raudensky, 2000). Woods and Roades (2010) indicated that the factors defining the subjective warrant as a concept are robust; however, further investigation into what influencing factors have evolved over time can help to determine its currency by ascertaining why teachers enter the profession and what beliefs are significant in 'filtering' the content of the PETE programme presently.

Fernandez-Balboa (1998) referred to identity as how one related to others in terms of gender, ethnicity, class, and occupation. Moreover, he noted that personal identities and pedagogical identities could not be separated due to the fact that one will affect the other and that one's narrative contributes significantly to their beliefs and approaches to teaching. Additionally, Venn (2000) described identity as the performance aspect of subjectivity. The subjective warrant is focused on subjectivity but cannot be considered in isolation from one's identity.

2.4.1. Personal Factors Influencing the Subjective Warrant

Significant others have been highlighted as highly influential in recruitment choice (Lortie, 1975; O'Bryant, 1996). They are the primary driving force within the earliest stages of the development of one's habitus which will then act as a catalyst in the formation of the subjective warrant for teaching physical education (Curtner-Smith, 2001; Lawson, 1984). Green (2002) and Pajares (1992)

describe this as interdependent behaviour; whereby an individual's thoughts, pedagogical practices, perceptions and beliefs are influenced by those around them.

During the anticipatory phase, McGuire and Collins' (1998) study noted that parental influence had a significant impact on an individual's initial association and relationship with sport. Additionally, Suen, Cerin, and Wu (2015) noted the influence parents had over the activities children selected as well as their contribution to the financial implications of taking part in sport. Often, potential physical education teacher recruits wanted continued association with sport that had been initially instigated and supported by parents in childhood (Belka, Lawson and Lipnickey, 1991) and physical education teaching provided an avenue for this (Dewar and Lawson, 1984).

Self-concept and an aspiration to teach is necessary to initiate a 'want' to teach (Lortie, 1975). There is a necessity for an individual to like working with young people (Lortie, 1975; Lawson, 1983; Mensch and Mitchell, 2008; Spittle and Spittle, 2014). According to Lortie (1975) the love of working with children and young people helps teaching in its competition in recruiting new members. He also noted that unlike other occupations such as nursing and social work, those who enjoy interacting with children perceive teaching as taking place under 'normal' circumstances as opposed to working with predominantly unwell or dominated by poverty and emotional disturbances. Moreover, Lortie (1975) noted that self-esteem is enhanced within members of the teaching profession because of their perceived ability to work well with people.

By giving children the opportunity to grow emotionally and socially, teachers are generally seen as having a special mission within society providing a moral compass to guide pupils to become excellent citizens within society. Previously, teachers were thought to fill children with their knowledge. Teaching is now perceived as being more holistic, with a focus on the development of

the whole child (Heinz, 2015). Teacher beliefs in relation to this are important, because it is 'what teachers know, do and care about which is very powerful in this learning equation' (Hattie, 2003, p2).

Lortie's (1975) notion of 'apprenticeship of observation' highlighted the influence of teachers; whereby students spend approximately 13,000 hours during their schooling observing their teachers. Moreover, students are in close proximity of their teacher and foster a relationship with them that is dynamic and has consequences to each interaction. It is during this time that future pre-service teachers (PSTs) first start to assess and assimilate the quality of the different pedagogical practices and teaching skills they encounter as students (Schempp, 1989). The apprenticeship of observation as well as testing one's conception of occupational choice allowed Lortie (1975) to conclude that the subjective warrant was permissive. Potential recruits could test themselves against their own criteria based on what they had observed and practiced.

As an example of the intergenerational links noted by Brown (1999), students' beliefs about teaching are often nurtured through their apprenticeship of observation and are very difficult to change (Doolittle, Dodds and Placek, 1993; Hutchinson, 1993; O'Sullivan, 2005). Pre-service teacher (PST) beliefs, according to Lortie (1975, 2002) and Lave and Wenger (1991) are shaped well before they enter the PETE programme. The anticipatory phase is where Green (2002), drawing on the work of Bourdieu (1978), argues that a person will develop their 'habitus'. Philpot and Smith (2011) drawing on Rokeach (1968) suggest that some beliefs are more central than others and that their centrality are deeply connected to other beliefs. It is the strength of these connections that lead to deeply held beliefs that are more resistant to change. According to Belka et al (1991, p288) the subjective warrant also harbours 'sedimented theories' of teaching which

may then persist throughout the duration of one's career which is explored further in section 2.4.5.

The persistent sedimented theories and deeply embedded practices are initiated through what Green (2002) describes as a cyclical process of teachers generating a 'traditional curricula' in schools. It is repeated generation after generation due to the fact that the 'habitus', initially formed in the anticipatory phase, is influential during the life long socialisation process. What originally was perceived as 'a way' of teaching has now become 'the way' (Casey, 2010). Hence as Green (2002) suggests, physical education is based on ideology rather than philosophy. Green (1998) also noted that teachers of physical education also have strong collective and personal histories, which would also contribute to this.

In conjunction with the subjective warrant, it is important to consider the orientations of a pre-service teacher (PST) and what motivates them to teach in terms of their aspirations, self-concept and gender. Curtner-Smith (2001) identified two clear orientations: coaching and teaching based on Lawson's (1983a) hypothesis that teachers came into PETE with two subjective warrants; a coaching warrant and a teaching warrant. This is addressed in section 2.4.4.

2.4.2. Societal Factors Influencing the Subjective Warrant

The perception of teaching physical education being viewed by the public as being less than prestigious (Lawson, 1983a) was reaffirmed by O'Sullivan, MacPhail and Tannehill (2009) who also noted that the profession had a low status thus acting as a discourager for potential recruits (O'Sullivan et al, 2009). Given that parents and friends can be highly influential in recruitment choice, O'Bryant (1996) indicates that the public view point could potentially act as a discourager

alongside one's perception of their ability to do the job (O'Bryant, O'Sullivan and Raudensky, 2000).

The low status perceived by the public can also be directly linked to the fact that entering a PETE programme was initially perceived as an easy option academically in contrast to other university courses (Lortie, 1975; Flynn, 2007; Heinz, 2008). This complements the view of Hendry and Whiting (1972) who emphasised the focus on the body rather than the mind in physical education. Gardner (1993) highlighted that mental intelligence was perceived as superior to physical intelligence within his Theory of Multiple Intelligences. If significant others share the same idea that teaching physical education has a low social status and physical intelligence remains less valued, then this can have an influence on an individual's perception of it as a career choice.

To summarise, it can be argued that although previously teaching physical education may have been viewed by some as a career contingency with low prestige (Lawson, 1983a, Curtner-Smith, 2001) this is now not necessarily the case (Curtner-Smith, 2008). Bourdieu (1993) also noted this shift in the value of education in relation to changes in the political climate which gives further insight to how society views different professions over time. It also can be argued that a shift in the perception of the societal factors influencing the subjective warrant may also impact on the calibre of students wanting to enter the profession and their motivation not only to enter a PETE programme, but to continue to teach.

However, these are not the only factors affecting recruitment. Koenig (2014) focused on the recruitment factors affecting the United States; however, there are similarities with the state of recruitment in the United Kingdom. In particular, a strained economy has led to budget cuts in schools thus limiting the recruitment of teachers. This has also impacted on available places on

PETE courses (Darling – Hammond and Lieberman, 2012). Teacher accountability, wide – spread criticism and 'teacher – bashing' in the media has also led to damaging public perception of teaching as a career choice. Woods, Richards and Ayres (2016) concluded that this has made teaching physical education a less attractive career option. Furthermore, the authors also observed that due to the wider variety of sports based degree options available coupled with physical education teaching being perceived as a less attractive option, they are actively pursuing alternative career paths. As a result of this, Woods, Richards and Ayres (2016), drawing from Lorties' (1975) notion of the 'apprenticeship of observation', believed that in – service physical education teachers could be central to physical education recruitment, as already highlighted in section 2.4.1. Moreover, they encourage those students with 'potential' to enter the profession. Richards and Templin (2014) suggested that teachers were heavily influenced by their physical education teachers.

2.4.3. Situational Factors Influencing the Subjective Warrant

MacPhail, O'Sullivan and Halbert (2008) observed that the calibre of students entering PETE are now amongst the highest qualified students enrolling on university courses with their general education qualifications being 25 to 50% higher than their counter parts. More recently, Ralph and Macphail (2014) recognised that pre-service teachers in an Irish PETE setting had higher than average grades on entry. However, they also acknowledged that internationally, physical education was still perceived to have average grades at point of entry with males demonstrating slightly lower academic ability.

Individuals are significantly influenced by their own sporting experiences. Teaching physical education can be perceived as a means through which one can continue their association with sport (Curtner-Smith, 1997; Curtner-Smith, 2001; Dewar and Lawson, 1984). It is also quite

common for individuals to have been involved in coaching, thus 'trying out' their aptitude for the profession. This process allows an individual to eliminate other potential occupations in order to make their final career choice (Lortie, 1975; Curtner-Smith, 1997). The implications of the consequences of the level at which students are involved with sport and the nature of their sporting achievements are further discussed in section 2.4.4.

As already discussed in section 2.4.1, parental influence is a significant factor influencing the subjective warrant for teaching physical education. Parents play a pivotal role in encouraging physical activity during the anticipatory phase. These early experiences are termed by Dewar and Lawson (1984) as 'primary involvement' in sport which is one of the key situational factors. In conjunction with this, Cvetkovic, Nikolic and Pavlovic et al (2014) highlighted that children's sport engagement was dependent on the economic situation of the family and parental education. The authors also observed that many sports clubs are privatised, therefore children with parents who have the financial capacity to enable them to pursue physical activity are more likely to be given opportunities to do so during their developmental years. Furthermore, Smith and Karp (1996) drew attention to the dynamics in the classroom. Children who had engaged in physical activity outside of school had more perceived confidence in their ability in physical education classes and were therefore labelled the 'powers'. By being identified by the physical education teacher as having strengths and interests in sport led to other sporting opportunities organised by the physical education department. Other children in the physical education class were labelled either the 'marginalised' (disengaged within physical education) or 'others' (could be highly engaged, but equally may become disengaged). This is an example of how the personal factors of the subjective warrant can influence the situational factors.

2.4.4. The Teacher-Coach Continuum.

Given that an individual's orientation towards teaching is shaped by various phases of their socialisation, in conjunction with the subjective warrant it is important to consider the orientations of pre-service teachers and what motivates them to teach. Based on Lawson's (1983a) hypothesis that teachers came into PETE with two subjective warrants, Curtner–Smith (2001) identified two clear orientations: coaching and teaching.

The first warrant refers to their desire to coach school teams (in this case teaching was a career contingency that allowed them to coach). These particular recruits were most likely to have performed or competed in sports at a higher level and were predominantly male. Curtner-Smith (2001) reported that their PETE programme (professional phase) was unlikely to have much of an impact on their pedagogical practice and beliefs.

The second subjective warrant refers to a teacher orientation. Dewar and Lawson (1984) hypothesised that this type of recruit will have an interest in teaching curricular physical education and has been extensively involved in physical activity rather than the competitive 'traditional' approach before joining their PETE programme. Interestingly, they theorised that these recruits were more likely to be female. This is coherent with the suggestion made by Lortie (1975) that girls will foster more of identification with teachers due to the fact that they will experience female teachers throughout their education, whereas boys tend to experience male teachers in the latter years of their schooling, thus providing a clear example of the interdependent and intergenerational links between individuals at different stages of their socialisation. In addition to this, Curtner-Smith (2008) suggested that future pre-service teachers were not only influenced by the beliefs, values and skills of their physical education teachers, but also from those with other subject specialisms. This influences their commitment to the teaching profession more generally.

Furthermore, O'Bryant, O'Sullivan and Raudensky (2000) suggest that recruits enrolled on a modern graduate PETE programme in Ireland tended to be teacher orientated, with a focus on a more inclusive pupil-centred approach. This study found that graduate teachers were often making a big career change and were therefore more committed to teaching. Their drive to promote enjoyment and achievement for children far outweighed their desire to achieve their teaching qualification. They believed that their role was to be a physically active role model to help students appreciate the importance of lifelong physical activity. The students also appreciated the significance of raising pupil self-esteem, especially those who are not advocates of physical education thus highlighting the apparent shift from a coaching mentality to a teaching one. It is worth considering at this point, however, that using the terms 'teacher' and 'coach' to define pedagogical approaches is problematic. The behaviour should not be defined by the role as this assumes that 'coaches' cannot be innovative and 'teachers' cannot be custodial, which is clearly not the case.

Curtner-Smith and Meek (2000) recognised that those students who participated in minor sports and non-competitive activities were more likely to possess a more innovative orientation towards the practices they fostered as opposed to the more custodial approaches used by coach orientated teachers. The longer one spent in coaching, the more likely an individual was to espouse conservative views of physical education, thus creating role conflict (Lee and Curtner-Smith, 2011; Richards and Templin, 2012; Curtner-Smith, Hastie and Kinchin, 2008).

There has been some discussion about whether teachers should not be merely categorised as teacher orientated or coach orientated. More recently Richards, Templin and Graber (2014) and Curtner-Smith (2016) suggested that they can be viewed as being positioned on a continuum

between the two. Where an individual 'sits' on the continuum can be further investigated through Self Determination Theory (Deci and Ryan, 2000) due to the fact that when considered collectively their needs-supportive behaviours: autonomy, relatedness and competence, can provide strong indicators of their motivation to teach (Haerens et al, 2012). This sets precedent for further investigation into a teacher's subjective warrant and comparing it with how they actually teach thus giving further insight into a) the impact of teacher socialisation and b) the subjective warrant in relation to teachers' position on the teacher-coach continuum and their career aspirations.

2.4.5. Teacher Beliefs

Moving away from an activity focused traditional curriculum, the concept of physical literacy encourages children to have the motivation, confidence and physical competence to value and lead a physically active life throughout the life course (Whitehead, 2015). This section considers how PSTs formulate their beliefs surrounding teaching physical education before they enter Physical Education Teacher Education (PETE) through socialisation, how these beliefs impact on their learning and ultimately on their teaching as a sustainable and developed advocate of physical literacy when they graduate.

Matanin and Collier (2003) define a belief as a proposition that individuals hold to be true. Beliefs, according to Pajares (1992), can be learned implicitly or taught explicitly throughout one's life. An individual's beliefs act as filters for teacher learning and are major determinants of a teacher's practice (Borko and Putnam, 1996; Hodge, 2004; Stran and Curtner-Smith, 2009). It is therefore important to have an appreciation of these beliefs in order to understand the value-added nature of PETE programmes (Dewar and Lawson, 1984) and how beliefs will have a significant impact on how PSTs respond to their teacher education programme (Everley and Flemons, 2014). Investigating the reasons for why PSTs choose to undertake a PETE programme can inform teacher

educators on how best to define teaching tasks, organise knowledge relevant to student learning and shape the perceptions of PSTs about teaching and learning (Calderhead, 1987). Moreover, a solid foundation can be provided to ensure PETE programmes impact on teacher pedagogy and beliefs (Richardson, 1996) and teacher attitudes (The Organisation for Economic Co-operation and Development, 2006) which in turn can impact on teacher behaviour (Calderhead,1996).

The success of any academic programme depends upon attracting and keeping quality students. Therefore, understanding potential recruits' perception (of teaching) is important (Mensch and Mitchell, 2008). However, Lortie (1975) noted that the majority of students will enter the profession because they approve of the prevailing practices within it and it will appeal to those who like the way things are now. Only a minority will join to create and promote change. Those who have had negative experiences in physical education have a primary goal to change things for the better. Their aim is to 'improve on the type of physical education they suffered through themselves or observed having a negative impact on others' (Curtner-Smith, 2016, p38).

Although PSTs start their teacher education with pre-conceived beliefs and perceptions that will filter their learning (Borko and Putnam, 1996); there is no reason why they cannot be introduced to the concept of physical literacy, its importance and value, and subsequently build the concept into their own teaching of physical education. The authors observed that fully understanding these 'filters' will help PETE educators overcome this and promote positive changes in physical education through programme design and recruitment.

Everley and Flemons (2014) suggest that PSTs need to become reflective and reflexive in order to critically evaluate their beliefs and the impact they have on their practice. Beliefs are important when interpreting new information (Siedentop and Tannehill, 2000). PST's need to examine their

existing beliefs and challenge them regularly throughout PETE. Teacher educators can facilitate this through encouraging action on new ideas. PST's can also evaluate how they narratively construct autobiographies as a means through which they can understand the significant events that have formed their conceptualisations of who they are as developing professionals (Everley and Flemons, 2014).

According to O'Bryant, O'Sullivan and Raudensky (2000), PETE needs to consider the thoughts, perceptions and beliefs of pre-PETE candidates based upon their anticipatory phase experiences. This will enable PETE educators to add to PSTs' existing knowledge through new experiences and introducing new ideas. The authors maintain that this can promote a greater impact during the professional phase which in turn will affect the delivery of physical education in schools and that new teachers must be prepared to move beyond their own personal views to achieve this.

PETE (anticipatory phase). PST's will experience an 'apprenticeship of observation' (Lortie, 1975) during their informative years at school whereby they become active participants observing their teachers' practices through lived experiences. Lortie (1975) estimated that children spent a total of 13,000 hours in direct contact with teachers, coaches and administrators within school and club settings prior to entering PETE. Interestingly, what they may often witness and experience may also conflict with their own beliefs. Taylor, Ntoumanis and Smith (2009) reported that teachers already in the profession perceived that an emphasis on student assessment and the time constraints often compelled them to use teaching strategies that conflict with their existing beliefs about the most appropriate ways to engage all students. In the UK, this can comprise of GCSE, A level and BTEC physical education courses that are heavily weighted towards theoretical knowledge. Teachers are under pressure to ensure that students can pass exams by meeting the

necessary criteria. Lived experiences also include strong interpersonal relationships between PSTs and significant others such as physical education teachers, sports coaches and parents.

Significant others are key in influencing individuals into the profession (Dewar and Lawson, 1984; Ralph and MacPhail, 2014), and many PSTs recalled having positive relationships with their physical education teachers. Even those who did not have positive relationships with their physical education teachers but still have a love of working with children and a love of sport will enter PETE to promote change (Curtner-Smith, 2016). This provides PSTs with experiences that will in turn shape their beliefs, values and assumptions about teaching physical education long before entering the profession. Graber, Killian and Woods (2016) suggest that the anticipatory phase is far more influential than any other throughout teacher socialisation. Therefore, it could be argued that PSTs arrive in PETE with already deeply embedded beliefs about what physical education is or should be. Stran and Curtner-Smith (2009) identify that this can act as a barrier or a facilitator to accessing and utilising learning opportunities given within PETE dependent on the beliefs PSTs hold.

Most commonly, experiences of physical education during the anticipatory phase is predominantly driven by a 'traditional curricula' that is based on ideology (a system of ideas) rather than a philosophy (a theoretical underpinning that provides a guiding principal for behaviour) (Green, 2002). This is fostered through the intergenerational and interdependent links (Brown, 1999; Green, 2002). Many PSTs encounter learning within a multi – activity, sport-based form that first appeared in government run schools in the 1950's (Kirk, 1992). Kirk (2005, p246) later described this as being characterised by *"relatively short units of activity…an overwhelming focus on technical development; a lack of accountability for learning and little progression of learning; and the almost exclusive use of a directive teaching style".* Even PSTs themselves stated that their

physical education classes were structured on a multi-activity model and that there was little emphasis on instruction in physical education (Curtner-Smith, 2001; Hutchinson, 1993; Matanim and Collier, 2003). Evidence from studies conducted by Curtner-Smith (1999) and Penney and Evans (1999) indicated that this traditional form of physical education was not meeting the needs of many young people. Fairclough, Stratton and Baldwin (2002) suggested that there is very little transference of learning from secondary school physical education into physical activity in later life. If the purpose of physical education is to promote lifelong engagement in physical activity for all children, then physical education as it stands does not always fulfil its potential to fully promote physical literacy. Currently, its focus is dominated by traditional sports and meeting the criteria set by the exam boards.

Those who do flourish in school physical education face two separate issues; the first is a possible lack of experiences and encounters with opportunities to develop creativity through physical movement in response to the changing demands of the environment; particularly if they have experienced a 'traditional curricula'. Often the physical education ideology will override the concept of physical literacy. Although physical literacy is not described as a philosophy in its own right, its existentialist (Sartre, 1957) and phenomenological positioning within a monist perspective (Whitehead, 2011) can provide a solid foundation for physical education to be built upon. Physical education ideologies can often mean that other activity areas such as dance, gymnastics, health fitness and wellbeing, adventurous activities and aquatics can be overlooked in favour of the more traditional sport based activities. The other physical activity areas mentioned are central to developing creativity in children. Creativity has been defined by McFee (1994, p173) as *'the common communication of one's thoughts and feelings expressed through the instrument of ones' body.'* This demonstrates how creativity is key in the expression of an individual, and is therefore central to educating the 'whole' child. Papendorp and Freidman (1997, p4) also believe

that the creative movement process *'is a cooperative activity of the emotions, intellect, body and spirit';* relating back to the monist notion of the human condition that underpins the concept of physical literacy. When creativity is neglected, human potential is wasted (Papendorp and Friedman, 1997).

The second of the two issues faced by PSTs is that they will hold an orientation towards teaching dependent on their experiences (Curtner-Smith, 2016). Given that those who enjoy school physical education are more likely to pursue similar activities outside of school at a higher competency level, they will possibly encounter a mastery climate. The longer an individual spends in a mastery environment for a particular sport, the more likely they will espouse conservative views of physical education (Lee and Curtner-Smith, 2011; Richards and Templin, 2012; Curtner-Smith, Hastie and Kinchin, 2008). The PSTs described here is nothing new; Dewar and Lawson (1984) also suggested that these students would hold a more custodial orientation towards teaching physical education. Students who had less involvement with interscholastic sport and perceived themselves as less able fostered a more innovative orientation towards teaching; otherwise defined as teacher orientated. More recently, Richards, Templin and Graber (2014) described PSTs as sitting on a continuum between coach and teacher orientation. Drawing from this idea, the real focus should not be placed on the label 'coach' or 'teacher', but on the pedagogical orientation they may foster. Those with a moderately custodial to innovative orientation are more likely to implement change in physical education, whereas those that hold a highly custodial and conservative orientation are more likely to resist any change in the professional phase (during PETE). Graber (1991) believed that the professional phase had the least impact on PSTs. Knowing that many PSTs may enter PETE from a background socialised through competitive sport can provide further explanation to why physical education has continued to produce 'more of the same' (Kirk, 2013).

Tsangaridou (2006) suggests teachers' beliefs shape the professional knowledge acquired through teacher education programmes rather than initial beliefs being shaped by professional knowledge. If recruits have no knowledge or understanding of physical literacy prior to starting PETE, this provides a real challenge for teacher educators. It will be essential that PSTs have sufficient time to grasp the concept so that they can play a part in shaping their growing professional knowledge. Having an appreciation of recruits pre-conceived ideas can ensure PETE programmes impact on teacher pedagogy and beliefs (Hutchinson, 1993) and teacher attitudes (The Organisation for Economic Co-operation and Development, 2006) which influences teacher behaviour (Calderhead, 1996).

The development of PSTs beliefs was highlighted by Philpot and Smith (2011). They noted a change between the beginning of the course when recruits aligned physical education with sport and their views following graduation. The beginning PSTs perceived physical education as more than sport. However, PETE graduates felt that the curriculum still needed to be made up of and heavily influenced by sport which is not conducive to a curriculum that would focus on promoting physical literacy in children. They also felt that teaching sport should be akin to custodial pedagogical orientations often adopted in sports clubs with an emphasis on the extrinsic values relating to physical competence (Nyberg and Larsson, 2012; Curtner-Smith, 2002).

Philpot and Smith (2011) also suggested that PETE graduates' beliefs that physical education was 'more than sport' was often washed out (Zeichner and Tabachnick, 1981) as teachers adopted a pedagogy of necessity (Tinning, 1988) in order to survive their first year of teaching and fit into the department where they are employed. Philpot and Smith (2011) also noted that the graduating student's new found 'more than sport' beliefs were unlikely to last the duration of their first year in teaching.

Sirna, Tinning and Rossi (2010, p73), drawing on the work of Bourdieu (1977), describe the school as the 'field' or social setting which is 'infused with power struggles and organising structure' where physical education teachers continue to form their beliefs and perceptions; molding them to frame the constraints in which they work. Through continual experimentation, socially constructed ways become embodied within the teachers' identity and become naturalised, therefore cementing historical behaviours into the present.

2.4.6. Subjective Warrant: Changes over Time

Changes within the personal, social and situational factors influencing the subjective warrant would indicate that the thoughts feelings and perceptions of each teacher will also evolve in response to the changes. Fernandez – Balboa (1998) established very clearly that personal and pedagogical factors cannot be separated and each affects the other. Changes in thoughts, feelings and beliefs towards teaching physical education will have a direct impact on an individual's pedagogical practices during the organisational phase.

The organisational phase of occupational socialisation of physical education teachers begins in school. This phase can last for a number of years and includes teaching placements during PETE. Organisational socialisation is dependent on the experiences and encounters within the environment that the individual is situated (Schempp and Graber, 1992). Furthermore, teachers are impacted and restricted by community settings, psychological influences and social influences within their teaching setting (Waller, 1932, cited in Blasé, 1985, p235-236). In addition to this, Stylianou, Hodges, Kulinna, Cothran, and Kwon, (2013) suggested that teacher beliefs and metaphors (student centred or teacher centred) in relation to their ideal view of teaching are affected by time allocation, test scores and resources. Subsequently, the personal and

organisational environments will affect their career progression. Personal factors such as family and critical incidents can also impact on one's career. Within the organisational environment, societal expectations, public trust and management style can influence career progression (Woods et al, 2016). As a result, the subjective warrant will also change over time given the effects of experiences and encounters during the career span.

Shoval, Erlich and Fegjin, (2010) summarised this through the identification of three levels through which working conditions could influence teachers' experiences and their perception of job satisfaction; professional, personal and environmental. Table 5 illustrates the factors influencing each of these levels;

Table 2.4: The factors influencing Professional, Personal and Environmental levels (adapted from Shoval, Erlich and Fegjin, 2010)

Level	**Influencing factors**
Professional	behaviour management, effective use of teaching methods, planning and organisation, creating motivation in learning, evaluating students' work and progress and interacting with parents.
Personal	teachers set high expectations of themselves which is often undermined by impaired self-confidence
Environmental	difficulties integrating into the school, the physical teaching tools are different to other classroom-based subjects, and the low status of physical education, impacting on the perception of others towards those who teach it.

Teachers move through various stages and phases throughout their career. Attitudes, knowledge, skills and self-efficacy levels can vary over time dependent on which phase a teacher is situated within (Fessler, 1992). Fessler and Christensen (1992) suggest that nurturing and supportive

environments can help teachers to progress throughout their teaching career whereas negative environments can inevitably have the opposite effect.

2.5 The Career Cycle

In previous research, Fessler and Christensen's (1992) teacher career cycle model has been used to examine and define the career stages of teachers. In this instance, the model is used to define each phase within the career cycle and the subjective warrant will be used to examine the thoughts, feelings and perceptions within those phases. The career stages are: induction, competency building, enthusiastic and growing, career frustration, career stability and career wind down.

2.5.1. Induction

Fessler and Christensen (1992) define induction within the organisational phase as the first few years in teaching. As a critical period of transition, it can be accompanied with self-doubt and uncertainty. Furthermore, Parker, Patton and Tannehill (2017) observed that when teachers leave university and enter the organisational phase, they are crossing a boundary and this period of socialisation is most potent. Teachers with clear pedagogical goals are more likely to achieve success during this period. A teacher's main focus during induction is focused upon gaining respect from peers and students as well as feeling secure with daily teaching tasks. However, Woods and Earls (1995) suggest that feelings of disillusionment, frustration and survival are prevalent during this phase. If NQTs habitus and ultimately their subjective warrant is not challenged effectively during the professional phase as PSTs, NQTs can experience internal conflict. Richards, Templin and Graber (2014) describe how teachers can experience issues as they try to navigate the cultural norms within their school. Teachers will teach to suit their personal preferences, thus not necessarily fully appreciating the realities offered to them during PETE (Schempp and Graber

1992); particularly for those who hold a more custodial orientation (Lawson, 1983b; Curtner-Smith, 2016). Alternatively, more innovative ideas can be washed out (Zeichner and Tabachnick, 1981; Blankenship and Coleman, 2009) and teachers adopt a pedagogy of necessity (Tinning, 1988), adjusting their teaching behaviour to gain acceptance from respected and more senior peers within their physical education department.

Additional pressures from the wider context such as school administration and senior leadership teams also contribute to changes in practice. Hushman and Napper – Owens (2012) believed that some teachers perceived that their success was measured against the success of school sports' teams rather than their ability to teach physical education, thus influencing the content and pedagogical practices within class time.

On the contrary, according to Lux and McCullick (2011) strategies to challenge these outcomes during PETE and the environment that new teachers are situated within will influence their career path and choices during this phase. Teachers during induction are also influenced by the strength of commitment and agreement with their PETE programmes. If the viewpoints posited during their professional phase is similar to their own existing beliefs, they are more likely to foster a strong conviction that what they were taught during PETE is the most effective way to teach (Lortie, 1975). If this is aligned with the thoughts, feelings and perceptions shared through the intergenerational and interdependent relationships during induction, reality shock is reduced (MacDonald, 1995).

To conclude, group habitus through shared beliefs regarding practices within the school physical education department can aid a smooth transition into the organisational phase. More importantly, Amour and Yelling (2004) argue that teachers are continually evolving during the

organisational phase. They will modify their practices to suit the demands and requirements of their school environment dependent on the requirements set out by external agencies such as Ofsted.

2.5.2. Competency Building

The competency building stage focuses on the development of learning and implementing new skills and abilities (Woods, Gentry and Graber, 2016). Real effort is made by the teachers to incorporate new teaching methodologies through communicating with their peers and accessing professional development opportunities (Lynn and Woods, 2010).

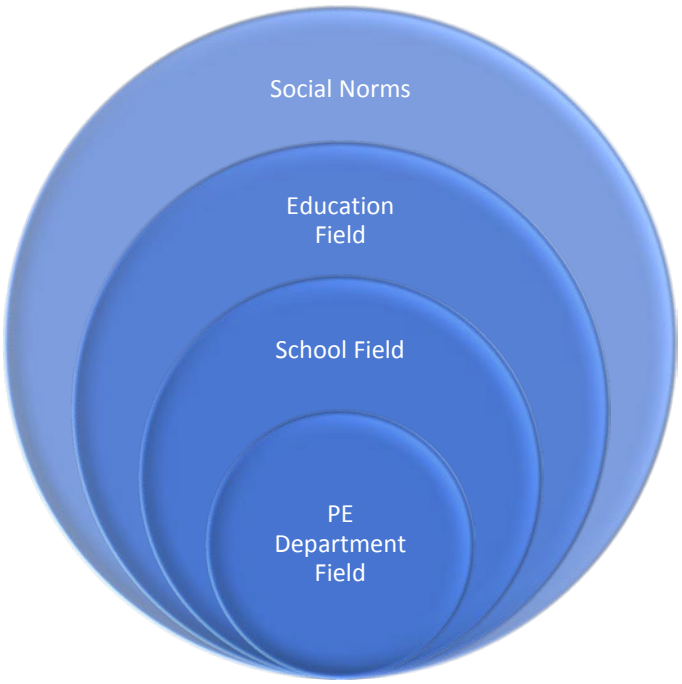
There is a strong alignment with both the induction and the competency period. Keay (2009) reported that although teachers developed their pedagogical competence through continuing professional development courses, they consolidated their learning via other members of staff within the department and valued their colleagues' contribution towards their knowledge base. Colleagues often shared their wealth of experience in teaching approaches and behaviour management.

A teacher's sense of belonging and acceptance into a department is in part, dependent on whether they have matching habitus through shared beliefs surrounding practices in the field. Rossi, lisahunter, Christensen, and MacDonald (2015) noted how pre-service teachers and teachers during the induction phase used strengths in existing members of the department to give them a stronger standing and build relationships. When this breaks down through conflicts due to a mismatch of habitus, frustration and alienation can occur; leading to marginalisation, career frustration and ultimately career exit (Makela, 2014). To avoid this, Shoval (2010) concluded that there is a real need for NQTs to have meaningful support so that they can a) have room to make

mistakes and learn from them in a supportive environment and b) link theory to practice independently enabling new teachers to incorporate moral values in their teaching.

Further support is needed in developing and implementing pedagogical and content knowledge and classroom management (Woods, Gentry and Graber, 2016). Shoval, Erlich and Fegjin (2010) also cited the following issues for teachers new into the profession; discipline problems (Reichenburg, Lasovsky and Zeigner, 2000), power struggles with students (Greiner – Meiken and Feder, 1996) and application of pedagogical knowledge to heterogeneous groups. Diagram 1 depicts the fields in which new teachers need to navigate through; more broadly the education field, locally the school field and the immediate departmental field. All of these are encompassed by the social norms associated with these fields.

Figure 2.1: Navigated Fields of New Teachers



The transition between induction and competency building can vary dependent on the individual and the situational factors. Fessler and Christensen (1992) concluded that the competency building phase is critical in facilitating teachers through to the enthusiastic and growing stage. If success is not perceived during the competency building phase, then teachers can become frustrated and potentially exit the profession.

2.5.3. Enthusiastic and Growing

In order for teachers to reach the 'enthusiastic and growing' phase, Fessler and Christensen (1992) describe them as reaching high levels of competency. They will also still have the passion and drive to continue to develop their practice. Henniger (2007) suggests that these teachers are aware of the political barriers within the school context and acknowledged them. However, teachers in this phase did not allow the political barriers to interfere with their work agenda. The challenges presented to them are perceived as opportunities for growth, and they thrived on the dynamic challenges encountered (Woods, Gentry and Graber, 2016).

2.5.4. Career Frustration

Described as a time when teachers experience burn out and frustration, Fessler and Christensen (1992) defines this phase as a period of disillusionment with teaching. As with other stages, Woods, Gentry and Graber (2016) observed that the catalysts are often personal and organisational. This can happen at any point during the career cycle. Makela (2014) found that the age and experience of teachers impacted on the choices made following career frustration. Those who had been in the profession for a shorter period of time and were younger were more likely to leave.

Career frustration can essentially lead to washout (Zeichner and Tabachnick, 1981). The extent of washout, according to Blankenship and Coleman (2009) is determined by the conditions that caused it in the first place. The authors suggested that the key conditions that contributed towards washout were; lack of facilities, lack of prestige and respect for physical education, and a need for new teachers to have acceptance and enthusiasm from their students. Lawson (1989) defined four categories that effect washout; political/ economic, organisational, situational and personal. Organisational is made up of a) goals set by the educational and school field such as preparing students for college and becoming responsible citizens; b) allocation of resources – physical education departments who have more resources tend to avoid washout; c) control, supervision and evaluation of teacher performance (i.e. perceived requirements by senior leadership, and in some incidences, differences in perception of what high quality physical education should look like); d) prestige and rewards for teachers – a low subject status can impact on washout.

The situational factors affecting washout are: student subcultures, curriculum and peer relationships. The personal factors are made up of a want for acceptance by students, therefore in some incidences, if current practices work and the students like them, any move away from this can be a challenge. Coaching roles and custodial orientations can be returned to because they are familiar and comfortable. In addition to this, they may be more appropriate dependent on the goals and expectations set by the school. Lawson (1989) posited that teachers who enter to promote change are less resistant to wash out.

Others moved into other positions within the school such as taking a more managerial role, or teaching another subject. This Indicates that the love of working with children and providing a service to society, which are strong reasons for entering the profession, provide a basis for those wishing to stay (Lortie, 1975; Dewar and Lawson, 1984). 'Lifers' (Henninger, 2007 as cited in

Woods and Gentry, 2016) can often feel unfulfilled and trapped in their jobs. It is worth considering the impact these disheartened teachers may have on new teachers entering the profession.

The main reasons identified by Woods and Lynn (2001) for career frustration were; heavy teaching loads and a lack of administrative support. Often, negative attitudes towards the same circumstances defined the position of a teacher within the career cycle. Those situated within enthusiasm and growing stage would perceive a heavy workload as a positive and the lack of administrative support as an opportunity to be assertive. Those positioned in career frustration can only see the negative elements of the situation that they are in. Makela et al (2014) cited the working environment of teachers as a key factor in considering leaving the profession. Isolation and the low status of physical education were significant in the thoughts, feelings and perceptions of the teachers. Strained relationships are very central to leading to feelings of marginalisation within the profession, which can lead to demotivation in teaching (Guadreault and Woods, 2013). Eldar, Nabel, Schechter, Talmor, and Mazin, (2003) summarised that schools need to make a conscious effort to support both the instructional and emotional needs of teachers to aid the avoidance of career frustration.

2.5.5. Career Stability

Career stability is a period of time whereby teachers become comfortable with meeting the minimum requirements of their job. Minimal effort is made to engage with continuing professional development (Fessler and Christensen, 1992). Again, personal and situational factors especially can have a significant impact on teachers losing interest in their profession following career frustration. Additional pressures can change one's perception of the pressures placed upon them. Teachers in this stage choose to stay in the profession purely because no other alternatives

present themselves to them. As with the previous stages, age can play a pivotal role, with teachers nearing retirement being more likely to stay in the field. Woods and Lynn (2010) noted that teachers at this point in their career can also demonstrate more commitment to providing effective teaching experiences for their students. Furthermore, Woods and Lynn (2014) alluded to familial influences on career stability.

Although Wood and Lynn's study is longitudinal, the findings are relevant to cross sectional studies also. Further examination of the subjective warrant over time in retrospective semi-structured interviews should provide further evidence to indicate what factors impact on the thoughts, feelings and perceptions throughout the career cycle.

2.5.6. Career Wind–Down

Career wind down is classified as the stage where teachers are preparing to exit the profession (Fessler and Christensen, 1992). According to Woods, Gentry and Graber (2016), this can happen at any point in an individual's teaching career. Again, dependent on experiences and the reasons for exit, there are a variety of different view-points on this. Some teachers may look back on their career favourably as they approach retirement, others may feel less positive if they have spent some time in the career frustration stage. Others are forced into this position through no fault of their own, and this in itself can evoke different feelings towards a career in education. Interestingly, there is a perception that career opportunities are limited for physical education teachers leaving the profession, so although some may have the intention to leave, they don't follow this through (Makela et al, 2014).

2.5.7. Career Exit

At the point where teachers leave the profession is career exit; through choice or forced. Personal and situational factors can affect this, and the changes in these will be further investigated in changes over time. Smith and Ingersoll (2004) noted that attrition rates were highest within the first years of employment. Drawing from previous studies, (MacDonald, 1999a and 1999b; Smith and Ingersoll, 2004) Woods, Gentry and Graber (2016) highlighted the following reasons; lack of collegiality, low subject status, isolation, role uncertainty and harassment from colleagues. Philosophical differences, teaching assignments and lack of support were the most prolific reasons for leaving teaching according to Woods and Lynn (2001). Issues such as lack of facilities or facilities having duel use (i.e. the gym being used for exams or a lunch room) re – iterated the low status of physical education as a subject in school. This lack of value reflected on the teachers within the subject.

Woods, Gentry and Graber (2016) recognised that the bulk of career development research is focused on early and end of career physical education teachers (D'Aniello, 2008; Watt and Richardson, 2008; Zeichner and Gore, 1990). The research question: How does the subjective warrant change over time by examining the influences that impact on their thoughts, feelings and perceptions towards teaching physical education gives a unique insight into this unchartered territory?

2.6 Teacher Behaviour and the Changing Subjective Warrant over Time.

Research based in self-determination theory has demonstrated the importance of teachers in motivating and engaging students to participate in physical education (Sparkes, Dimmock, Lonsdale and Jackson, 2016). The key goal of physical education teachers is helping children to have the science knowledge and methods to lead a healthy, physically active life. (SHAPE,2014:

cited in Sun, Li and Shen, 2017, p277) In order for this to be achieved, students must have the motivation to learn (Sun, 2016). Drawing from Deci and Ryan's (2000) work, Sun, Li and Shen (2017) described Self Determination Theory as a useful tool to explain human motivation by focusing on the importance of human resources for the development of human regulation. The necessity for an individual to meet their own needs is the fundamental motive for human behaviour (Sun, Li and Shen, 2017). Furthermore, this innate motivation cannot be taken for granted because it is affected by external environmental factors that can either needs support or needs thwart (Deci and Ryan, 2000). Trainor (2017) argues that self -determination can move from a construct to habitus. She describes habitus as the accumulation of internalised knowledge and beliefs associated with a particular field; in this case physical education. The individual psychological models of self- determination (autonomy, relatedness and competence) are the conditions of its practise and are therefore essential for its development (Ryan and Deci, 2000). By having a focus on a teacher's needs supportive behaviours, I will be able to look at how self -determination is facilitated through the practises of children, and whether their thoughts, feelings and beliefs impact on their own decision making (Templeton, 2016) associated with their teacher behaviours. This will address the question as to whether their behaviours are habitual or deterministic. If physical education is self -determined for all children, then it will become part of what Trainor (2017) terms as their larger habitus.

According to self-determination theory (Deci and Ryan,2000; Ryan and Deci, 2000) teachers can support students' psychological needs through the provision of relatedness support, structure and autonomy support (Haerens, Aelterman, van den Berghe, De Meyer, Soenens and Vansteenkiste, 2011). Furthermore, a needs-supportive teaching style can increase student motivation, the functionality of the class and enhance the achievement of learning outcomes (Ntoumamanis and Standage, 2009).

Haerens et al (2011) suggest that the majority of Self Determination Theory studies have been relied on self 'reports of learners' perceived needs-supportive classroom practices. There has been little focus on what behaviours the teachers are displaying, to whom and when.

Based on the notion that the subjective warrant starts its formation within the anticipatory phase, how teachers motivate and enthuse the next generation of physical education teachers is key in understanding 'new blood'; highlighting areas that need further emphasis in PETE programmes, and what happens in the physical environment initially when newly qualified teachers leave teacher training and continue to progress throughout the organisational phase. If a Pedagogy of Necessity (Tinning, 1988) has been adopted and has influenced the subjective warrant this should be evident at this point.

Teacher autonomy support is made up of identifying, nurturing, and developing pupils' intrinsic motivational resources such as their interests, preferences and personal goals (Reeves, 2009). Jang et al (2002) highlight points including empathy towards pupils displaying negativity to certain tasks, and listening to them in terms of taking a genuine interest in their preferences to ensure that their feelings are respected and heard. Teachers that harbour the use of autonomy support will provide activities based on the knowledge gained from the learners and attract curiosity by offering meaningful choices (Ward, Wilkinson, Graser and Prusak, 2008). The teacher will nurture the pupils into developing intrinsic motivation by ensuring purpose and ownership of their learning (Reeves, 2009).

Jang, Reeve and Deci (2010) noted that structure traditionally has been identified as the means through which a teacher can establish order and minimise misbehaviour. However, according to Sierens, Vansteenkiste, Goossens, Soenens and Dochy (2009) cited in Haerens et al (2011, p6)

structure in terms of SDT can be identified as 'a structured learning environment is a context in which pupils feel competent because they know how to effectively achieve desired outcomes'. For this to occur, communication, clear guidelines and expectations empower students to engage confidently in the learning task. These clear instructions and guidelines according to Jang et al (2010 cited in Haerens et al (2011) need to be continued throughout the task in order to encourage competence and confidence. Pupils need to be allowed to progress at their own individual rate.

Relatedness refers to 'the extent to which people have positive and mutually satisfying relationships and experience a sense of closeness, trust, friendship and relationship in others' (Haerens et al, 2011, p7). The teacher must demonstrate empathy and sincerely care about each individual, ensuring that they feel valued and secure in a nurturing environment.
Furthermore, Van den Berghe, Vansteenkiste, Cardon, Kirk and Haerens (2014) consider further integration of pedagogical and psychological knowledge in future SDT work in physical education. This study examines the effectiveness of the SONIPE tool as a means through which Needs-Supportive Behaviours can be measured using different pedagogical practices.

2.7 Summary

In this chapter I have introduced the key concepts of occupational socialisation, the subjective warrant and Bourdieu's habitus, field and practice, and positioned self-determination within the wider concept of habitus. I have highlighted their relevance to the study and how they are going to be used to underpin this investigation. Furthermore, I have drawn attention to the barriers to change in physical education; namely the traditional curriculum and the influences of intergenerational and interdependent links. I have given insight into the causes of washout and the adoption of the pedagogy of necessity due to reality shock during the first year of teaching.

Further, in conjunction with the review of occupational socialisation and the subjective warrant in teaching physical education, I have outlined how habitus (Bourdieu, 1971, 2001) is used within the study and the influence practices have on it, creating a group – habitus within the field of physical education.

The chapter has highlighted a love of working with children, a continued association with sport, the interpersonal theme and providing a service to society as the reasons for entering the profession. Furthermore, attention has been given to the personal, situational and societal factors influencing the subjective warrant and Fessler and Christensen's (1992) career cycle has been illuminated as a potential framework to further align changes to the subjective warrant over time and how these changes impact on teacher behaviour. Teacher beliefs have been highlighted as 'filters' during PETE and are a contributory factor to how an individual teaches (Borko and Putnam, 1996). Specifically, this review has detailed the subjective warrant's adequacy as a means through which one can ascertain why an individual would want to enter the profession. Additionally, the chapter has considered the two subjective warrants held by teachers: teaching and coaching.

Chapter 3 **Methodology and Methods**

3.1 Introduction

This chapter identifies the research questions and demonstrates a clear understanding of the methods and methodologies employed to conduct the study (Weed, 2009). It provides critical discussion surrounding the pragmatic paradigmatic position of the researcher and justifies the mixed methods research design. The chapter identifies the research setting and context, participants, data analysis and interpretation including trustworthiness and reliability through the rigorous procedures adopted to ensure the study's authenticity.

As already discussed in chapter 2, the subjective warrant consists of the thoughts, feelings, beliefs and perceptions of an individual towards entering a profession (Dewar and Lawson (1984). A teacher's beliefs are central to informing how he/she teaches (Borko and Putnam, 1996). Understanding these beliefs and from where they have been derived can inform PETE to ensure that it becomes more effective in producing high quality teachers that are less susceptible to wash out (Zeichner and Tabachnick, 1981). Furthermore, teacher behaviours are influenced by what Stylianou, Hodges, Kulinna, Cothran and Kwon (2013) describe as time allocation, test scores and resources. Identifying how the subjective warrant changes over time and the extent to which behaviours are influenced by it including the external factors gave new insights into ways forward in promoting a more effective professional phase that reduces marginalisation in physical education. This study aims to answer the questions noted below.

3.2 Overview of Key Research Questions

Throughout the study, I aim to answer the following questions:

1. To what extent might the concept of the 'subjective warrant' remain an adequate means of determining the basis for an individual's decision to become a physical education teacher?
2. What are the subjective warrants of individuals from two different PETE courses (one UG, the other PG) at one university at a) point of entry into the course, (PST) b) after one year of teaching (NQT) and c) after five years of teaching (ET), and what changes to their subject warrants over time do teachers identify?
3. How do changes in the subjective warrant impact on teacher behaviours in physical education over time?

3.3 The Paradigmatic Position of the Researcher

Broadly, this study focuses on how the physical education teachers and pre-service teachers make sense of their everyday lives and explore their behaviours as they occur naturally (Bogdan and Biklen, 1992). A mixed method approach broadly informed by the interpretive paradigm has been employed to conduct this study. In order to use this approach effectively, there is a need to engage in a critical discussion surrounding two positions on paradigm; namely pragmatism and purism (Smith et al, 2013) and establish my own paradigmatic position as a researcher. However, regardless of one's paradigmatic position, Sparkes (2015) noted that the researcher is free to use any method of their choice. Defined broadly, a paradigm is the set of common beliefs shared between scientists about how problems should be addressed (Kuhn, 1970).

When defining the paradigm for the research, the researcher needs to consider their ontological position, which according to Denzin and Lincoln (2011, p91) is 'the nature of reality and the nature of the human being in the world' as well as epistemological position, which is concerned with the

theory of knowledge and knowledge production (Whaley and Krane, 2011). Hess-Beber and Leavy (2006) suggest that the assumptions and beliefs that the researcher brings to the research serves as a basis for their epistemological position. Moreover, epistemology determines what researchers accept as truth, which guides the way in which new knowledge is attained (Whaley and Krane, 2011).

Smith et al (2012) defined two very clear paradigmatic positions as already mentioned: purist and pragmatist. Ontologically, purists argue that each paradigm can only be used in isolation, therefore the methods employed to conduct the study will complement the paradigmatic position. Greene (2007) describes this as the assumptions from different paradigms being contradictory and therefore incommensurable. Howe (1988) likened this approach to mixing oil with water. For example, the mind- independent objective assumptions of a post-positivist assumption are incompatible with the mind - dependent assumptions of a constructivist assumption that human experiences are socially constructed and therefore subjective. Lincoln et al (2011) believe that paradigms are commensurable and interlinked, therefore simultaneous practise of both is possible. Shaw et al (2010, p512) noted that 'pragmatism provides a strategy to integrate principles from each of a critical, interpretive, and positivist paradigm to more optimally inform practise'.

This pragmatic study is broadly informed by the interpretive paradigm in order to include context; therefore, strengthening the argument for having multiple ways of knowing to create a broader picture (Gill, 2011; Horn, 2011). Interpretivists, as discussed by Tinning and Fitzpatrick (2012) suggest that reality is constructed by the individual and the researcher tries to uncover the meaning that the individual attaches to an event / experience. Pope (2006) describes the

interpretive paradigm as an intellectual view of how things work using naturalistic methods of enquiry such as interviews, questionnaires etc. This study uses interviews and subjective observations, but also systematic observations which complemented the first two methods. This mixed method approach (justified in section 3.4) meant that pragmatic perspective was adopted, as opposed to being purist interpretivist. All methods are discussed further in section 3.7.

Qualitative research can be defined as 'any kind of research that produces findings that are not arrived at by means of statistical procedures or other means of communication' (Strauss and Corbin, 1990, p17). The characteristics that distinguish qualitative work from other approaches are as follows; lived experiences of real people (physical education teachers) in authentic settings (school) are the objects of the study, taking a relativist perspective towards epistemology whereby each individual constructs the world in the way in which they perceive it to be, based on their own individual experiences (Sparkes and Smith, 2009). Alternatively, epistemologically speaking quantitative research typically takes a realist view; research uncovers an existing reality. The truth exists, and it is the job of the researcher to use objective research methods to uncover that truth (Muijs, 2004). Philosophic realism in general is defined by Phillips (1987, p. 205) as 'the view that entities exist independently of being perceived, or independently of our theories about them'. Furthermore, emotions, beliefs and values are part of reality and are not fractured from behaviour (Sayer, 1992; Maxwell and Mittapalli, 2010). However, Whaley and Krane (2011) highlighted the need to move beyond the qualitative / quantitative distinction and refocus on epistemology; thus, reframing the conversation surrounding the use of methods to suit the study's research questions.

I recognise that away from one's perceptions of the world, there is a reality. Recognising that there is a reality that can be perceived in different ways by different individuals gives justification for using a mixed- methods, more pragmatic approach.

For the purposes of this study, by identifying teacher behaviours using Self Determination Theory and using habitus, field and practise to interpret the teachers' changing subjective warrants over time, I can explore how their habitus effects the decision-making process that informs those behaviours. Furthermore, understanding teacher perspectives within the context of their defined behaviours will shed light on the extent to which the external factors such as test scores, time constraints and resources impact on teaching. I have adopted a pragmatic position to inform the methods chosen for this study and moved away from the constraints of a purist paradigm.

3.3.1. My strengths as a researcher

Hatch (2002) noted that qualitative research is often chosen because it suits researchers who have an interest in people and making positive contacts with them. Being introspective about my own pragmatic view of the world and where I am positioned within it (see section 3.3) has allowed me to tie my assumptions to the decision-making process regarding how I wanted to conduct my research. I am the data gathering instrument due to the fact that I am part of the semi-structured interviews by gathering the data myself (Lincoln and Guba, 1983). Based on the notion that individuals act on their perceptions of reality within their world as opposed to a supposed reality (Hatch, 2002), I seek to understand the world from the perspective of those who live within it (Hatch, 1998).

I have identified my strengths in verbal communication and conceptualization; both of which lend themselves to qualitative research and the importance of the consideration of real life context within the field (Horn, 2011). Furthermore, Lincoln and Guba (1985) suggest that the participant's voice must be prominent. The data will not hold any real significance until I process it using my own human intelligence. The logic behind this approach is that the human capacities necessary to be a social participant in life are the same as those that enable the researcher to make sense of the people being studied (Lincoln and Guba, 1983).

3.4 Justification for Mixed Methods Research (MMR)

Mixed Methods Research (MMR) includes collecting, analysing and mixing both qualitative and quantitative data in a single study or a series of studies (Cresswell and Plano Clark, 2011) in order to give a more 'accurate understanding of social phenomena than would be possible using one of these approaches' (Biesta, 2017, p159). Rauscher and Greenfield (2009) described mixed methods as an effective means of supporting evidence based practises.

Mixed methods have been considered to be an influential way to conduct research within the educational field (Biesta, 2017). Mixed methods research has a lot to offer to those who firmly believe that quantitative and qualitative methods can be combined effectively to add further insights. Benefits include offsetting any weaknesses in qualitative and quantitative methods (Smith, Sparkes, Phoenix and Kirkby, 2012), and enabling the possibility of triangulation through the corroboration of quantitative and qualitative data sets. Drawing a more comprehensive picture can provide more insightful, complex and rigorous research (Moran, Mathews and Kirby,

2011; Shaw et al, 2010; Sparkes, 2015). Using this approach to research can not only cross validate results, but also offset the limitations of using only one methodological approach.

In the first instance, the research question is the most important determinant of the research design. Willig (2001) infers that not all research methods are compatible with all paradigmatic assumptions and all methodologies. If the purpose of using a mixed methods approach is unclear, then the study can become unfocused and disjointed (Mason, 2006; Wolcott, 1999). Additionally, Gill (2011) argues that mixed methods research without rigorous consideration can be perceived by its critics as contested and ambiguous. Cresswell (2011) argues that the controversies surrounding mixed methods provide a basis through which these issues can be critically discussed. Issues central to this discussion are legitimacy and meaning, philosophical underpinning and the 'pragmatics' of conducting a mixed methods study (Sparkes, 1991, p4). Using the previous section as a foundation, these concepts will now be discussed and justified in accordance with Biesta's (2010) seven levels. These were considered when making the decision to use a mixed methods approach. Each of these have been addressed in this chapter. Each level and how they have been addressed are shown in table 3.1.

Table 3.1: Considerations for using a mixed methods approach (adapted from Biesta 2010)

Data	**Can you combine text with numbers?**	**Consideration for the study**
Methods	Is it possible to combine different methods of data collection and analysis?	Yes; considering the research questions and adopting a pragmatic paradigmatic position, mixed methods is appropriate. RQ3 uses mixed methods. Subjective observations have been used to 'fill in the gaps' that cannot be identified using the systematic observation tool. (see section 3.7, see appendix 12 for an example of this)
Designs	Is it possible to combine naturalist/ non-interventionist designs with more experimental/ interventionist designs?	Naturalistic methods have been used via semi structured interviews, subjective observations and field notes. The SONIPE tool is not interventionist. It is being used to give structure to the subjective observations, examine its relevance as an observation tool for observing different pedagogical practises and provide a basis through which the subjective warrant can be examined in terms of impact on changing behaviours over time (See section 3.7)
Epistemologies	Is it possible to combine different views surrounding knowledge?	Yes. A pragmatic paradigmatic position has been established (See section 3.3)
Ontologies	Is it possible to combine different views about social reality?	Yes. Pragmatic paradigmatic position has been established (See section 3.3)
Research Purposes	Is it possible to combine the intention to generate causal explanation with the intention to generate interpretative understanding?	The causal explanation is used to complement the interpretative understanding in RQ3. Adopting a pragmatic approach and a mixed -methods design meant that the use of statistical analysis provided a foundation through which the needs supportive behaviours of physical education teachers in physical lessons could be identified and recorded. Drawing from Templeton (2016), Self Determination Theory provided a unique insight into the link between habitus and the decision- making process relating to the teacher behaviours in the classroom. This is further discussed in chapter 2, section 2.6. Furthermore, Combining the data generated through subjective observations, interviews and SONIPE also helped to identify if there were any changes to teacher behaviours over time. This is important because the interactions and relationships between students and teachers influence the engagement and enjoyment of physical education (Smith and Karp, 1996). Furthermore, the relationship between implicit feelings, external factors influencing those feelings, and explicit behaviours can be further examined in order to see if there is any relationship between the subjective warrant and teaching behaviour.
Practical Orientations	Can research be orientated towards both the production of solutions, techniques and technologies, and the development of critical understanding and analysis?	The SONIPE observation tool was complemented by field notes containing subjective observations to provide context. The semi structured interviews were conducted and analysed using thematic analysis to create a whole picture of how the subjective warrant translated into teaching practise, how it changes over time and how the teachers' perspectives of external factors effected their decision making regarding their Needs Supportive behaviours and during lessons (see section 3.7).

In addition to the points considered in table 6, the social setting (in this case the physical education environment within multiple schools) was unique, dynamic and complex. Although each school has its own unique rhetoric, physical education habitus and practice are embedded more broadly across all of them due to the intergenerational and interdependent links as described by Green (2002) and Brown (1999). The data collected can therefore not be reduced to numbers only; otherwise the meanings of what they represent will be lost (Hatch, 2002). This highlights the importance of combining the systematic observations, subjective observations and the semi structured interviews; ensuring that the context is accounted for (Gill, 2011). Research question one and two have equally dominant qualitative data through the semi-structured interviews, whereas the quantitative data collection from research question three is less dominant. Due to the dominance of the qualitative approaches, this study can be depicted as QUAL + QUAL + quan (Biesta, 2017).

3.5 Research Design

The study is divided into three components; preparation, data generation and data analysis in order to address the three research questions. The design is cross–sectional and uses occupational socialisation as a framework to examine the subjective warrant of physical education teachers as identified within the literature review. Pre-PETE (PST), during the first year of teaching (NQT), and five years + into teaching (ET) were used to conduct the study. Ethical approval was sought before data collection commenced. For clarity, I have divided the study into three phases. However, phases two and three were conducted simultaneously. The table below gives an overview of the research design for this study.

Table 3.2: Research Design Overview

Method	Source/ output	Participant	Research Question	Time Scale
Semi structured interviews	Life story interviews	PSTs: 13 NQTs: 8 ETs: 7	1,2,3	October 2013 April -July 2015 October 2015 - 2016
Observation of physical education lessons through video recording a) Systematic Observations b) Qualitative Observations	SONIPE Field Notes At time of filming During playback of video recording	NQTs: 5 ETs: 7	3	April 2015-October 2016

3.5.1. Phase One Preparation for the Study

Purposive sampling was used to identify the participants for the study. This was conducted via a questionnaire (Appendix 1) given to potential participants. Individuals who wished to take part in the study completed the questionnaire and participants were selected based upon the PETE course they followed, years in-service, chronological age, sports specialism and background experiences prior to entering PETE. I identified 13 PSTs from an undergraduate BA PE QTS course and a graduate PGCE course at one university at the beginning of their PETE courses, 8 NQTS who graduated from the same course at the same university. I made contact with ex-students from the same courses by using volunteered information through the old students' alumni who had been teaching for five years or more (ETs). 7 ETs who graduated from the same course at the same university agreed to participate. Additionally, I recruited 1 male PG experienced teacher who graduated from a different university in an attempt to address the balance between male and female participants. Pseudonyms have been used to protect the participant's identities and their

schools and any data collected was kept a securely in password protected files and in a lockable cabinet.

3.5.2. Sampling for the Study Population

Decisions surrounding sampling need to be based around people, settings or actions (Burgess, 1990). According to Arber (2001), non-probability sampling is used mostly in qualitative research. The characteristics of the population are used as a basis for selection. Central to the type of sampling to be used, is the research question, and how best it can be answered, rather than the preference of the researcher.

According to Marshall (1996, p523), 'an appropriate sample size for a qualitative study is one that adequately answers the research question'. Once the researcher reaches the point of data saturation, (no further themes are emerging) then this is the end point. Due to this, a qualitative researcher needs to ensure that the research design is flexible, and sampling, data collection, analysis and interpretation has a more iterative and cyclical approach.

The key aims of selecting with purpose were: a) all key constituencies of relevance to the subject matter were covered and b) with each of the key criteria, some diversity is included so that the impact of the characteristic can be explored. Subjects that have been used initially for the study can also inform the researcher of other potential participants that fit the framework. Qualitative data is rich in detail and the samples need to be small in order to do justice to the information gathered for the semi-structured interviews. The final sample and their profile is noted in the next section.

A hybrid approach called stratified purposive sampling (Patton, 2002) was employed to ensure that the selected group of PSTs displayed a variation on the factors influencing their thoughts, feelings and perceptions towards teaching physical education that are unique to them and their circumstances. A diverse sample was picked within the study population this optimising the chances of identifying the full range of factors influencing the subjective warrant and the differences that contribute to it. Differences between the different groups (PSTs, NQTs and ETs) could then be explained. A criterion was prescribed to select the participants. I had easy access to all of the students enrolled on the teacher education courses, which made this task straight forward. Six PSTs were selected from the PGCE course and a further eight PSTs were selected from the undergraduate course based on their past experiences, age and gender.

Selecting the sample for NQTs and ETs was far more problematic. Following identification of NQT's on graduation, many had initially agreed to take part in the study and then decided not to once starting their first post as a fully qualified physical education teacher. Given that reality shock with the workload can be an issue, and the first year of teaching can be overwhelming. I had to work with the teachers I had and was therefore limited to using convenience sampling. I recognise that this method has been deemed to not give as good a sample as purposive sampling; however, the sample I had was representative of the group with varying different physical education experiences, sporting backgrounds, ages and a combination of late and early deciders. The in-service teacher participants comprised of three PGCE NQT teachers and five NQT teachers who followed the undergraduate programme. I gained a real variety of anticipatory phase experiences and factors that would influence the subjective warrant from my sample.

In order to select a sample for the experienced teachers, I accessed the university alumni and emailed out to all ETs who graduated from the university from either the PGCE course or the

undergraduate PETE course. Again, the responses were minimal. I therefore used a combination of snowball sampling and convenience sampling to compile my sample for this category. As someone who had graduated from the undergraduate PETE course myself, I used social media to make contact with my peers who were still in teaching. The other issue was demographic. Many were now living too far away to make travelling feasible. However, as much as possible, I selected a varied sample of ETs from both PETE programmes. The other issue I encountered was that male ETs did not wish to be filmed. Furthermore, one independent school would agree to interviews only and no filming. Unfortunately, the observation tool could not be used live. Following the snowball sampling for PGCE participants, I felt it was important to have a male representative. I found a willing participant who had graduated from a PGCE course at a different university, and therefore interviewed and filmed him.

In the original research design, I had intended to film every teacher interviewed to interpret and record their teacher behaviours. However, as already mentioned, this was problematic. Some independent schools did not allow filming, one NQT decided that she did not wish to be filmed, and male participants that were categorised within the experienced teacher group were also uncomfortable with being filmed and subsequently withdrew from the study. This was not perceived as being too much of an issue because there is no requirement to ensure that the sample is of sufficient scale to provide estimates, or determine statistically significant discriminatory variables due to the study's mixed methods approach. The qualitative data was rich in detail and the samples needed to be small in order to do justice to the information gathered for the semi-structured interviews. The final sample of participants used for the study and their profile is noted in section 3.6.3. The SONIPE data collected provided quantifiable data to run the independent samples t-test and the results were complemented with the field notes that informed the interpretation of the data.

3.5.3. Participants

The participants selected for this study fit the criteria for three categories; PSTs, NQTS and ETs from one of two PETE courses at one university in the UK (undergraduate (BA QTS route) and postgraduate (PGCE route)). Due to a lack of male representation in the ET category, I also used one experienced teacher who graduated from a Post graduate PETE course at another university. PSTs were used to give recent reflections on their anticipatory phase and what factors influenced their career choice and their subjective warrant. NQTs were chosen to identify what factors influenced any initial changes in the subjective warrant on entry into the organisational phase, and ETs with five+ years' experience were used because as Fessler and Christensen (1992) suggest, this is a notable point where teachers can change their perceptions of their career choice during the career cycle. Tables 7 - 12 below identify each participant, their profile and their contribution to the study. Pseudonyms have been used to ensure the participants are identities are protected. Any data was kept securely in a locked cabinet.

Table 3.3: PGCE (Postgraduate) PSTs

Participant	Profile	Contribution
Tori	Male, late decider, late committer, all-rounder, games specialist, white	Semi-structured interview
John	Male, late decider, late committer, games specialist, white	Semi-structured interview
Daniel	Male, late decider, late committer, high effort and enthusiasm in KS4, interest in fitness, white	Semi-structured interview
David	Male, mixed race, late decider, late committer, football and basketball	Semi-structured interview
Holly	Female, late decider, late committer, sailing and fitness, bad PE experience, white, privileged	Semi-structured interview
Abbey	Female, games competitive, late decider, late committer, white	Semi-structured interview
Joshua	Male, mixed race, all-rounder, predominantly games, inspired at middle school	Semi-structured interview
Grace	Female, mixed race, late decider, late committer, games specialist	Semi-structured interview

Table 3.4: BA QTS (Undergraduate) PSTs

Participant	Profile	Contribution
Harriet	Early decider, early committer, games specialist, great PE experience	Semi-structured interview
Harold	Male, early decider, late committer, coach first, rugby specialist	Semi-structured interview
Alex	Male, late decider, late committer, has own family, PE experience good for him but not for others, coached for a number of years	Semi-structured interview
Tim	Male, early decider, late committer, positive school experience, games specialist	Semi-structured interview
Dora	Female, early decider, late committer, golf and games specialist	Semi-structured interview

Table 3.5: BA QTS (Undergraduate) NQTs

Participant	Profile	Interview	Film
Katy	Early decider, early committer, games specialist, female, mother is a child minder so lots of involvement with children generally outside of the sports environment, positive school experience	Semi-structured interview completed	Filming denied: did not feel comfortable with having her lesson filmed
Hannah	Early decider, early committer, gymnastics specialist, female, great middle school experience, limited upper school experience, coached at gymnastics club,	Semi-structured interview completed	Filming completed
Mia	Early decider, early committer, athletics specialist however loves all sports, female, loved the structure of school	Semi-structured interview completed	Filming completed
Nora	Late decider, late committer, mature student, mother, loved dance, limited experience at upper school, enjoyed middle school PE, air hostess and travel agent previously	Semi-structured interview completed	Filming completed
Michael	Early decider, early committer, games specialist, loved PE, had great PE experience at school, played for teams and coached outside of school.	Semi-structured interview completed	Filming completed

1 x male participants pulled out of the study

Table 3.6: PGCE (Postgraduate) NQTs

Participant	Profile	Interview	Film
Doris	Early decider, late committer, previous job in business, has children, games specialist, no coaching history, works in independent school	Semi-structured interview completed	Filming completed
Jenna	Early decider, late committer, failed QTS skills tests, games specialist, a lot of coaching experience, loved PE at school, interscholastic sport, elite sport experience, works in state middle school	Semi-structured interview completed	Filming denied
Betty	Late decider, Late committer, games specialist, positive school PE, coached outside of school, played interscholastic sport, works in an independent school	Semi-structured interview completed	Filming denied by school

2x male participants pulled out of the study

Table 3.7: BA QTS (Undergraduate) ETs

Participant	Profile	Interview	Film
Lianne	Assistant head of school, teaches physical education on timetable as well as other subjects, loved PE at school, swimming, games, all undergrad teachers worked together, father not happy with choice, early decider, early committer	Semi-structured interview completed	Filming completed
Jeanne	Early decider, early committer, possibly teach primary when considering career choice, all-rounder, loved netball, influential mother, teaches in secondary school	Semi-structured interview completed	Filming completed
James	Early decider, early committer, elite net and wall games inspired by teacher who had a passion for badminton in particular, has brother with learning needs that impacted on his decision to teach, Head of PE, has also held other positions of responsibility, works in state secondary school	Semi-structured interview completed	Filming completed
Sammi	Games specialist, early decider, early committer, works in state middle school, Head of PE, good PE experience, played school sports	Semi-structured interview completed	Filming completed
Polly	Dance and swimming specialist, early decider early committer, head of PSHE in her school, teaches PE, teacher of children not sport, works in independent school	Semi-structured interview completed	Filming denied by school

1 x male participants pulled out of the study, school made this decision therefore all data deleted.

Table 3.8: PGCE (Postgraduate) ETs

Participant	Profile	Interview	Film
Charles	Late decider, late committer, wanted to be an accountant, opportunities to teach during undergraduate programme, worked in university as gym instructor, very keen in school sport, basketball coach, has had a family of his own recently.	Interview done	Filming completed
Emma	Games specialist, late decider, late committer, decided during university, works in state secondary school, has a family, part time teacher due to family commitments	Interview done	Filming completed
Sian	Early decider, early committer, works in state secondary school, Head of PE, enjoyed sport at school, coached outside of school	Interview done	Filming completed

3.5.4. Phase One: Semi-Structured Interviews (RQ1 and RQ2)

A thorough review of literature was conducted focusing on the concept of the subjective warrant and the anticipatory phase of the occupational socialisation framework. Drawing from the seminal works of Lortie (1975) and Dewar and Lawson's (1984) personal, situational and societal factors influencing the subjective warrant, the permissiveness of the subjective warrant was examined to determine its adequacy as a basis for an individual's decision to join the profession. Fessler and Christensen's (1992) career cycle model was also used to examine factors influencing the subjective warrant's changes over time; particularly during the organisational phase of occupational socialisation. Comparisons were made between the semi-structured interviews taken from teachers at different career points including PSTs from a post graduate (PG) course and undergraduate (UG) course to identify whether the subjective warrant still has currency and examine what changes teachers identified over time. I sought permission from the NQTs and ETs and their schools to take part in this investigation (see appendices 2, 4, 5 and 6).

Life story interviews (see appendix 13) were conducted with all participants. The interviews were recorded and transcribed for analysis. Thematic analysis was used to analyse the data and Bourdieu's (1977) habitus, field and practise was used as a 'thinking tool' during this process.

3.5.5. Phase Two: Observations and filming lessons (RQ3)

Permission was sought from the schools and from the pupils' parents in line with the school guidelines for Safeguarding Children with regards to filming including an information letter explaining the study and the relevance of filming the lessons. A consent form was signed by the parents and returned (see appendices 7 and 8).

I recorded one lesson per participant (NQTs and ETs) willing to be filmed including various units within the National Curriculum for PE. This data was collected using SONIPE (See appendix 9), and aligned with the field notes (see appendix 12) taken during the lessons. An independent samples t-test was conducted using statistical analysis through SPSS (Statistical Package for Social Sciences) software to compare the NQTs and the ETs data from collected using the SONIPE tool (see appendix 10). The test highlighted any significant differences between the explicit demonstration of Needs-Supportive Behaviours of both groups. The SONIPE tool was being used for this study to not only confirm any explicit changes in behaviour over time; it was also being piloted for its appropriateness of use in varying pedagogical practices by different teachers teaching different activities. Since the teachers and students filmed were in the same class at the same time, consent forms and letters were sent out before the data collection commenced.

3.5.6. Research Setting and Context

This study comprised of different research settings. The PSTs' semi-structured interviews were conducted in an office setting within the university where they attended their PETE programme. A

mutual time was agreed with each participant to ensure that interviews were not rushed and the participants felt as comfortable as possible with no other distractions.

The in-service teacher participants were interviewed at their schools during a time that was mutually convenient either before or after their recorded lesson. As much as possible, interviews were conducted on the same day as the lesson filming. The schools were predominantly secondary state schools located across the United Kingdom. Three of the participants taught at independent schools with students aged 4-18 years of age, and three of the participants worked in middle schools, with students aged between 10-13 years of age. Filmed lessons varied in activity and age of the class. Class sizes also varied. All filming was conducted in physical education classes of the participant's choice. Lessons also varied in length and filming was conducted at different times of the school year.

3.6 Methods

3.6.1. Semi Structured Interviews

This section aims to identify and give further insight to the methods employed to explore, describe and conceptualise the data that will be generated through semi-structured life story interviews. There are three main types of interviewing to collect life stories: structured, semi-structured and unstructured (Fontana and Frey, 2005). Semi-structured interviews are made up of a variety of open and closed questions, and are therefore much more flexible (Zhang and Wildemuth, 2006). It allows the interviewer to follow a particular strain of enquiry whilst maintaining the focus of the interview. The quality of the information is largely dependent on the interviewer, so considering all of the above is essential. A certain amount of room is allowed for the interviewer to follow a particular strain of enquiry whilst maintaining the focus of the interview.

Fontana and Frey (2005) suggest that interviewing is one the most powerful methods that can be utilised to further understand humans. They also consider the notion that sociology is the study of interaction and interviewing is a method through which this can be done. It is a meeting between two people with structure and purpose (Kvale, 1996).

There is also an emphasis on interview technique and other factors to consider that may influence the data collected. Gordon (1980) identified the following: Proxemic Communication (use of interpersonal space), Chronemic Communication (Pacing of speech and length of silences), Kinaesthetic Communication (use of body movements/ postures) and finally paralinguistic communication (use of voice, pitch, tone and quality). Berg (1995) highlighted 'ten commandments' to conduct a good interview that will produce quality data: establish a rapport with the participant, remember your purpose, present a natural front, demonstrate hearing, think about your appearance, interview in a comfortable place, don't be satisfied with monosyllabic answers, be respectful, practice, be cordial and appreciative (cited in Stewart, 2007: p378).

The active nature of the interview becomes a mutually created and contextually bound story between interviewer and interviewee (Holstein and Gubrium, 1995). With this in mind, it is clear that one of the downfalls of interviewing is that the interviewer will have thoughts, feelings and perceptions of their own, and are therefore hardly neutral (Scheurich, 1995). Fontana and Frey (2005) argued that interviewing is not just a neutral tool to gather data, but an active interaction between two (or more) individuals leading to 'negotiated, contextually based results (Fontana and Frey, 2005: p698). This shifts the focus from the 'what's' of life to the 'how's' of life.

The semi-structured interviews used the pre-set questions to guide the conversation with room to expand on specific areas of interest using a mixture of improvised open and closed questions. As a

novice interviewer in research, this gave the structure that I needed to ensure I was covering the areas I needed for my investigation as well as also allowing the freedom to pursue a particular line of questioning. Balancing the semi-structured interview with a mixture of open and closed questions allowed me to guide the participant in the direction I wanted the conversation to go without causing any emotional upset.

I devised interview questions based on the notion of habitus and factors influencing the subjective warrant as identified by Lortie (1975). The rationale for the questions asked was the following: Bourdieu's (1978) concept of habitus was applied to this study as a 'thinking tool'. The environment (field) has certain practices that one experiences at the various stages of occupational socialisation. Some of these are emulated as 'automatic, blindly functioning apparatus of self–control' (Elias, 1969: cited in van Krieken, 1998: p59); otherwise described as our habitus. Our thoughts, feelings, perceptions are affected by the people around us and our social setting particularly in the anticipatory phase. The questions identified what these were and the impact they have had on the individual in choosing PE teacher as a career, the individuals' perception of their school environment based on their own experiences, and considered the importance of academic ability as one of the five attractors in contrast to their interpersonal skills and personality traits. The perceptions of the teachers' and pre-service teachers' orientation towards teaching of early and late deciders was also accounted for in the questions.

In their first iteration, these were undertaken as more formal interviews conducted by me and two other PhD students in a lecture theatre after a lecture. This setting reinforced the hierarchical relationship between me and the students and the formality instigated a lack of depth in the answers. Lack of time also contributed to the limitations encountered with this method.

Following both the reconsideration of the questions, a change of format from structured to semi-structured interviews and a pilot – in which I was interviewed with my questions by an experienced researcher – I undertook a second set of interviews with two students in my office. These interviews allowed more flexibility to explore the answers through a more empathetic and conversational approach using the questions as a guide. This facilitated more depth for further exploration of the students' subjective warrants. The experience of conducting the interviews enabled me to consider further lines of questioning for qualified teachers. The semi-structured interview method was successful for generating data for this research.

3.6.2. Life Stories

Sparkes and Templin (1992) argue, from a sociological stand point, that the term 'life stories' refers to the results of a research approach whereby the participant's oral account of his/ her life is generated, guided by a specific request initiated by the researcher. A dialogue is initiated and aspects of the participant's life are focussed on in relation to the study. Goodson (1992) suggests that the life story is a personal account of one's life, whereas the life history is a collaborative account reviewing a wider range of evidence. The best data collected is when the researcher creates a secure environment where there is a good rapport between themselves and the participant and that the quality and depth of the information is largely influenced by the interviewer (Patton, 2002).

Gillham (2000) noted that within the context of the life story interview, the participant tends to be a subjective reconstruction as they recall their story. An emphasis must be placed on the freedom to express the true story (as they perceive it) rather than the one I might be looking for. Stewart (2007) described the importance of ensuring that the fact that there are not right or wrong answers was reiterated to try to eradicate this issue as much as possible. During the interviews,

stories were shared between me and the participants to build a rapport and create openness and honesty. The questions guided the participant to explore the subjective warrant, however, I was careful not to ask leading questions. Due to the amount of data generated with interviewing using life stories, the data were reviewed regularly. The interviews evolved over time, and questions changed to give depth and breadth to the quality of the data generated as I became more practised and has a clearer picture with regards to what has materialised. The study had an ongoing process of shaping and reshaping itself as it evolved.

Stewart (2007) also identifies the significance of ensuring that the participant felt secure at all times during the study: this was done by assuring confidentiality and that the conversation would be steered away from anything they felt uncomfortable discussing, as well as having the control over stopping the interview at any time should they feel the need to. Giving the participant control over these factors helped with creating a secure environment to conduct the interview.

To summarise, the collective narratives allow me to describe the interpretations as part of the research process. The semi-structured interviews will provide enough contextual detail and a sufficient representation of the voices of the participants to ensure that the reader can view the world from their perspective at some level and judge the quality of the data based on the criteria in terms of what I as the researcher was looking for. The collective voices and identification of trends, common phrases and words will help to give my work credibility, dependability and confirmability.

3.6.3. Observations

3.6.3.1 Filming Lessons

The experience of filming lessons highlighted the importance of ensuring the teacher has a microphone so that they could always be heard. What they said was significant in using the SONIPE tool (systematic observations) effectively and with accuracy. Identifying who the teachers were talking to and reporting the context/ pedagogical approach during the lesson was important for the subjective observations. Varying the position of the camera also helped to get a view of the whole lesson rather than just sections of it. This allowed all aspects of the lesson to be captured and used for the SONIPE tool during data analysis and complemented by the subjective observations. The film of each lesson also provided me with a good resource to refer back to when looking at my field notes containing my subjective observations. This allows me to 'fill in the gaps' on anything that may have been missed during the live filming of the session.

3.6.3.2 Subjective Observations/ Field Notes

Naturalistic observations were conducted in conjunction with the field notes and systematic observations. Hastie and Hay (2012, p.84) describe this as 'a process that involves observing participants in their natural habitats in the context of the research (classroom, sports club, training ground etc.)'. The observations were overt and permission was sought by the teachers involved in the study and the students' parents before filming the physical education lessons; field notes were kept during the physical education classes. Ethical clearance was required and given before any observations were taken (Hastie and Hay, 2012).

A journal of field notes was kept to record observations and reflections during and after data collection sessions. The field notes provided data on an ongoing basis that complemented the other data collection/ generation methods. For example, incidents were noted were used to

prompt/stimulate discussion following lessons during future semi-structured interviews. Hastie and Hay (2012) recommend that it is critical that field notes include the date, place, time and topic on each set of notes. The notes made recorded my thoughts concerning the relationship between what I observed and previously identified themes. The field notes also provided useful insights into the context of the lessons being filmed, the pedagogies being used and who the interactions were with. These were not identified by the SONIPE tool therefore the field notes were a valuable source of information during analysis. Dawson (2007) notes that the field diary notes are personal to the researcher. Mine have been used to help to identify themes throughout the semi-structured interviews and to support the interpretation of the data following analysis using the SONIPE tool. As recommended by Thomas (2009), notes were written soon after the interviews. I also added to them during the transcribing of the semi-structured interviews to record new ideas as they emerged.

3.6.3.3 Systematic Observations: Using the System for Observing Needs Supportive Interactions in Physical Education (SONIPE)

Based on the notion that coaches/ teachers in practise are notoriously poor at describing their own behaviour and have low self- awareness (Cushion and Jones, 2001; Cope, Partington and Harvey, 2017), the SONIPE observation tool was employed to rate the teacher's needs supportive behaviours of autonomy, structure and relatedness in physical education lessons (Haerens et al, 2011).

By observing the behaviour of ETs and comparing the results to the NQT teachers, any explicit changes in behaviour as a result of the internal changes to the subjective warrant over time within the profession could be measured. This is because the SONIPE tool measures the needs supportive interactions between students and teachers with a focus on the teacher. Observations were

further enhanced by identifying the extent to which the external environment for teachers as highlighted by Stylianou et al (2013) influenced their interactions with the students.

Furthermore, by using the SONIPE data in conjunction with the field notes, subjective observations and semi structured interviews, the impact innovative and custodial practises on needs supportive behaviours could be identified as well as the appropriateness of the tool for measuring teacher behaviours in physical education lessons. Data was collected through observing a recording of a filmed lesson.

3.7 Ethical Approval

Participant information and consent forms were given to the head teachers of the school, the teachers themselves and the students that were participating in the lesson via parental information and consent forms and student information and assent forms (see appendices 6 and 8). All forms were signed and returned to ensure that all involved were willing participants who fully understood the purposes of the study and how it was being conducted. Prior to this, my study was reviewed by the University ethical committee and granted approval. All data was stored in a secure location in a password protected file for electronic data and a lockable cabinet for hard copy data. Pseudonyms were used to protect the identities of the participants and the names of the schools that took part in the study. Participants were advised that they could withdraw at any point and the data destroyed with confidential waste following university policy.

3.8 Data Analysis and Interpretation

The research purpose is central to data analysis and interpretation when using mixed methods (Biesta, 2017). Bogdan and Biklen (1992) likened data analysis to a jigsaw puzzle; the full picture is

constructed as you collect and examine all of the parts. Biesta (2017) states that it is of crucial importance that the analysis of the data is congruent with the research design. The key aims of the data analysis are twofold. The first aim is to bring meaning, structure and order to the data generated, and that its interpretation needs an acute awareness of the data, concentration, and openness to subtle undercurrents of social life (Marshall and Rossman, 1995). The second key aim is to reveal shared patterns of experience amongst a group who have something in common (Morse, 1994); in relation to this study, the experiences that have influenced the subjective warrants of physical education teachers at different points in their career.

This section gives an in-depth account of how the data was analysed using thematic analysis for the interviews to determine the subjective warrant's adequacy and how it changes over time, and systematic analysis for the SONIPE observation tool to identify teacher behaviours in the classroom so that the impact of the changes to the subjective warrant could be considered. A research diary was also kept alongside my field notes to collect thoughts as the research progressed. This was a valuable tool which supported the reflexive process of analysis. Moreover, this section describes how the data was triangulated to generate the findings of this study.

3.8.1. Thematic Analysis

Braun and Clarke (2006) describe thematic analysis as not being tied to a particular theoretical or epistemological perspective, as there are multiple ways of carrying it out, therefore thematic analysis is appropriate for this study. Braun and Clarke (2006) argue that thematic analysis provides a rich yet complex account of the data. Due to the interrelatedness between the personal, situational and societal factors influencing the subjective warrant, a flexible approach to data analysis and interpretation using Bourdieu's habitus, field and practise was required. Thematic analysis was therefore an appropriate way to organise and analyse the data. Braun and

Clarke's (2006) framework for using thematic analysis was used. The steps taken through the thematic analysis in the section to follow were guided by the six steps suggested by (Braun and Clarke, 2006; Maguire and Delahunt, 2017): becoming familiar with the data, generating initial codes, searching for themes, reviewing the themes, defining the themes and writing up. Please refer to appendix 14 and 15 to see the matrices of codes associated with each theme within the thesis.

As the researcher, I can be described as the research instrument due to the fact that my ability to interpret my participants' perceptions and experiences is key to uncovering the meanings relative to the teachers' unique context and circumstances surrounding their journey into entering the profession and how their thoughts, feelings and perceptions change over time.

3.8.1.1 Coding

This section illustrates how the initial codes were generated in order to develop the themes for Chapter 4. Coding was part of an iterative process of reading the transcripts, coding, forming categories, writing memos, and reviewing themes, as suggested by (Braun and Clarke, 2006; Stuckey, 2015).

Referring to Dewar and Lawson (1984), the three categories of 'Personal', 'Situational' and 'Societal' factors influencing the subjective warrant and codes that are situated within those categories (see Table 4 on the subjective warrant) were already anticipated before coding the transcripts. These deductive codes were the starting point for coding; however new, inductive, codes were added during the coding process. When new codes were added to the codebook, I returned to previous transcripts to check for their relevance and code if necessary. These new

codes were also carefully considered for which category ('Personal', 'Situational', or 'Societal') they fitted into by referring to the literature. Initially, I planned to manually code by hand on paper print outs of the transcripts. However, I soon realised that this was an inefficient and incomplete way of coding complex data and ideas, therefore NVIVO11 software subsequently was used to organise the data and store notes alongside my handwritten notes to record initial interpretive thoughts. The two were used in synergy. In addition to NVIVO memos, coding and handwritten memos, annotations were kept in–text in NVIVO as new ideas developed (Appendix 14 offers examples of the process of memoing and annotating). This meant that I could read and refer back to them on later re-reads of the transcripts.

This table denotes the codebook once coding had been completed. 'Node' refers to the main code that represents the 'big story' and 'child nodes' means the sub-codes, child codes and sub–child codes collate patterns within the main codes. Sometimes key ideas such as curricula influence and the traditional curricula, although positioned in separate main codes, were viewed together during the data analysis process as I worked iteratively through the transcripts.

Table 3.9: NVIVO Codebook

Nodes	Child nodes		
Affinity with children			
Alternative career choice			
Attitudes change towards children over time			
Challenging relationships	Intergenerational links		
Changes over time emerging themes	Pedagogical change	Recycling of the traditional curricula	
	Support for new ideas in teaching		
	Teacher motivation 5+ years		
	What motivates teachers		

	in the first year		
Coaching courses and teachers			
Difference between coaching and teaching			
External Info about teaching			
Importance of intellect in teaching			
Informal classroom and jock culture			
Low lights in PE	Continuing CPD		
	Marginalisation of Games specialists in other subjects		
	Marginalisation of non-games players		
New ideas in the professional phase	Wash out in the professional phase		
Opportunity created through teachers			
Parental support in physical activity			
Pedagogical influence			
Perceptions in relation to teaching NS behaviours			
PERSONAL	Age and experience		
	Aspirations	Natural teacher or coach orientation	
Continued association with sport			
Emerging additional themes for the subjective warrant	Barriers to PA and PE	Informal classroom	
	Self- efficacy		
	Ethnicity		
	Gender	Friendship groups	
	Physical capital		
	Race		
	Self- concept	Intellect	
	Impact of Teacher Education		
	Interpersonal skills		
	Personal preference	Continued association with sport	
SIGNIFICANT OTHERS	Attitude to work and study		
	Bullying		
	Friendship groups		
	Significant others teachers		

	Significant others parents	Coaches	
		Development of capital inspired by parents	
Traditional curricula			
Personal changes over time	Aspirations	Changes in motivation	
		Future aspirations	
	Challenging a traditional-curricula		
	Ethnicity		
	Gender		
	Habitus in PE teaching	Habitus match	
		Habitus misalignment	
	Habitus in school		
	Impact of beliefs in first year of teaching	Holistic approach to teaching	
	Motivation to continue over time		
	Pastoral		
	Race		
	Self -concept	Teacher traits	
	Significant others	Department dynamics	Intergenerational links
		Mentors	CPD
			Impact of PETE on NQT
		Power relationships	Bullying
			Wash out
Situational	Academic achievement		
	Achievement in PE		
	Achievement outside PE		
	Emerging additional situational	Curricula influence	Specialisms in PE
		Making the decision	Early deciders
			Late deciders
			Other professions considered
		Type of school	
		Other work experience	Apprenticeship of observation
			Trying out the surgeon's hands
		Socio economic status	
Situational changes over time	Academic achievement		
	Achievements in PE	Positive experiences in NQT year	
	Achievement in school		
	Achievements outside of school		
	Changes in responsibility	Having a family and	

		personal changes	
		Other responsibilities	
	Impact of schools' attitude to PE		
	Socio economic status		
Societal	Cultural stereotypes		
	Emerging additional themes	Political change	
	Impact of professional recruitment process		
	Perceptions of status and money		
	Requirements for entering the profession		
	Working conditions		
Societal changes over time	Outside pressures		
	Political change	Academisation of PE	
		Pressure from other schools	
	Recruitment and progression		
	Requirements for entry		
	Status and money		
	Stereotypes		
	Working conditions		
Subject knowledge capital	CPD ongoing		
	Elite and/ or marginalisation in PE		
What does PE mean to you?			

By conducting regular overviews of the data, I was able to identify any repeat codes and bring them together. This process was done initially on a wall with sticky notes (see figure 3.1) to allow me to physically move things around and initiate the thought process. I could also check my NVIVO files for accuracy and information during this process. This was not about quantifying the stories, but finding the commonalities to create new codes and insights. The relationship and connections between the codes were identified and aggregated to formulate categories to review in the memoing and thematising stage (Gibson and Brown, 2009).

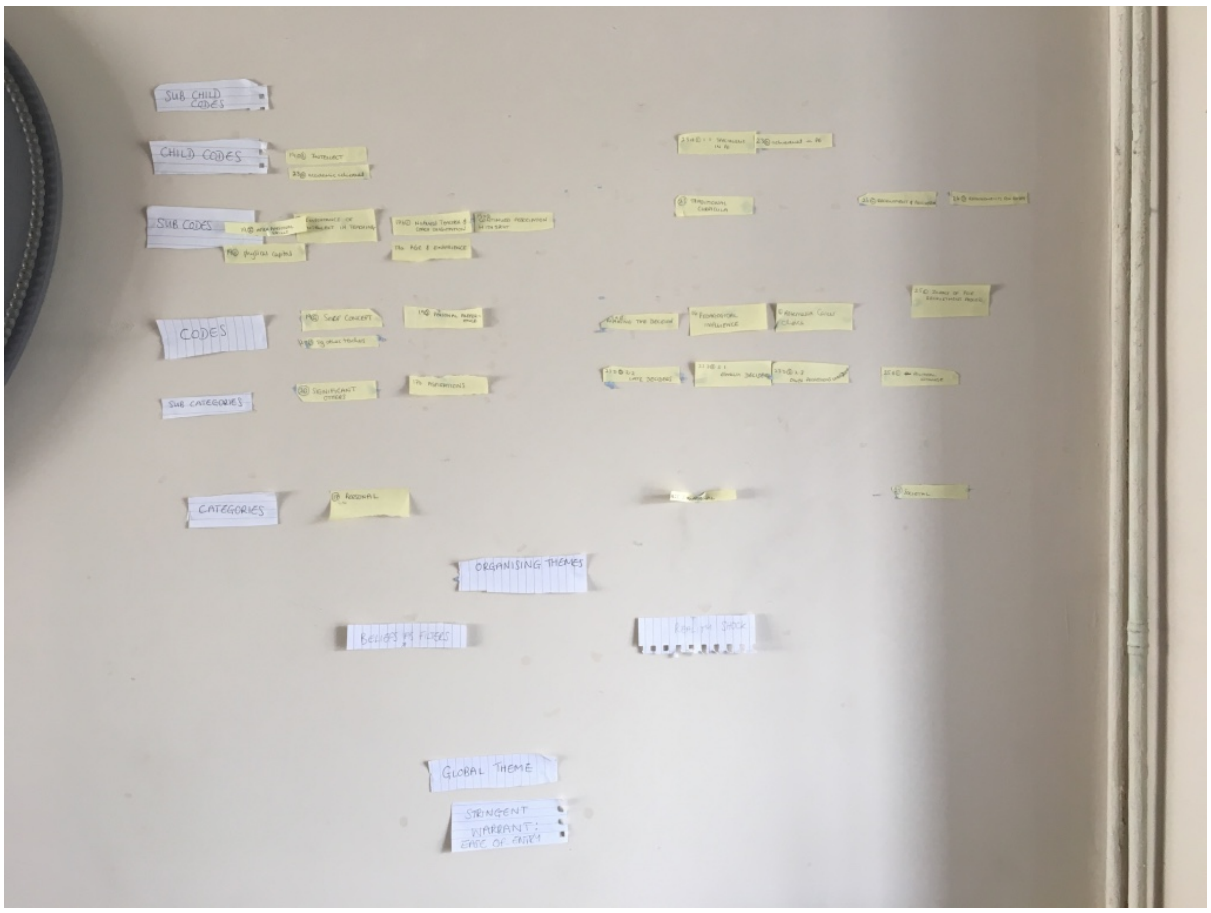


Figure 3.1: working with the codes to generate themes

Sticky notes allowed me to move codes around in order to find a way to cluster them effectively

3.8.1.2 Memos

Richards (2015) recommends writing memos and annotations throughout the data generation and analysis stages, and 'tentative first hunches' (p. 52) to enabling the project to grow and record the most significant aspects. She also notes that memos 'need not be a tidy or definitive' process (p. 92). Memos were made as each audio recording was transcribed and each transcript was read through. During the coding process, annotations were made in text using the NVIVO11 software to allow some initial analysis and identification of key ideas in relation to the participants' accounts. This aided with linking key points back to the literature as well as noting the interrelationships between the personal, situational and societal factors as identified by Dewar and Lawson (1984). The interview data was transcribed soon after its collection. A diary (Richards, 2015) helped to

keep track of any key issues being raised, and aided in identifying categories and themes for analysing the data. By recording analytical information in the memos away from the coding, I could record the potential themes and check their relevance across the data. Memos began as brief notes interpreting what I was seeing in the data, forming links between participants or their words, and references to literature. Initially, many memos were handwritten, however as I became more experienced in using NVIVO I moved all memos into the software.

3.8.1.3 Forming themes

Having read and coded all transcripts, I began to combine annotations, memos and review the coding and categorising to begin to form themes. Dewar and Lawson (1984) identified that the three categories of factors (personal, situational, societal) are interrelated and cannot be considered in isolation. Therefore, I developed themes (Braun and Clarke, 2006) that expressed how Dewar and Lawson's (1984) subjective warrant factors fitted my participants' experiences. An iterative process was used to develop the themes. Searching for themes occurred following the initial process of coding and collating the data, as described in section 3.8.1.1. This phase of analysis refocussed it by sorting the codes into themes based upon the ideas generated through the writing of the memos and annotations. By collating the relevant codes together, they were combined to make overarching themes. Mind maps were made during process by using sticky notes on the wall that could be moved around whilst initial themes/ concepts were explored. Mapping the codes in this way allowed me to create themes and sub themes. The themes were then refined the data excerpts within the codes were reviewed to ensure that they aligned with the themes and supported them in a meaningful way.

Once I was satisfied that each theme was coherent and positioned within a thematic map (see figure 2), the validity of each of the themes was checked against the whole data set. This was to ensure that the map accurately represented the data set as a whole. This allowed additional coding where necessary for earlier interviews. Some of the themes had sub themes. The difference between the two is that the theme captured the commonalities and patterns that were generated within the data and are organised around a concept. The sub themes share the same concept as the theme, however they are positioned underneath the theme and focuses on one particular aspect of it. For example, one of the themes was termed 'the stringent warrant: physical education teachers as the gatekeepers for the profession'. The sub themes within this theme were 'Factors influencing physical competence, effort and enthusiasm in physical education' and 'consequences of personal, situational and societal factors that influence physical competence, effort and enthusiasm in physical education'.

The quotes used to tell the story within the chapters were chosen because they best illustrated and captured the theme. They were representative of the other participants across PSTs, NQTs and ETs that entered the profession via QTS and PG routes. I have only included the relevant codes for one theme ('My careers advisor didn't have a clue!') in Figure 3.2 for readability purposes. Figure 3.2 gives an overview of the connections between the themes, sub-themes and categories for RQ1. Figure 3.3 demonstrates all the coding for that theme, 'My careers advisor didn't have a clue!' showing how the sub-codes, codes and categories connect into the theme.

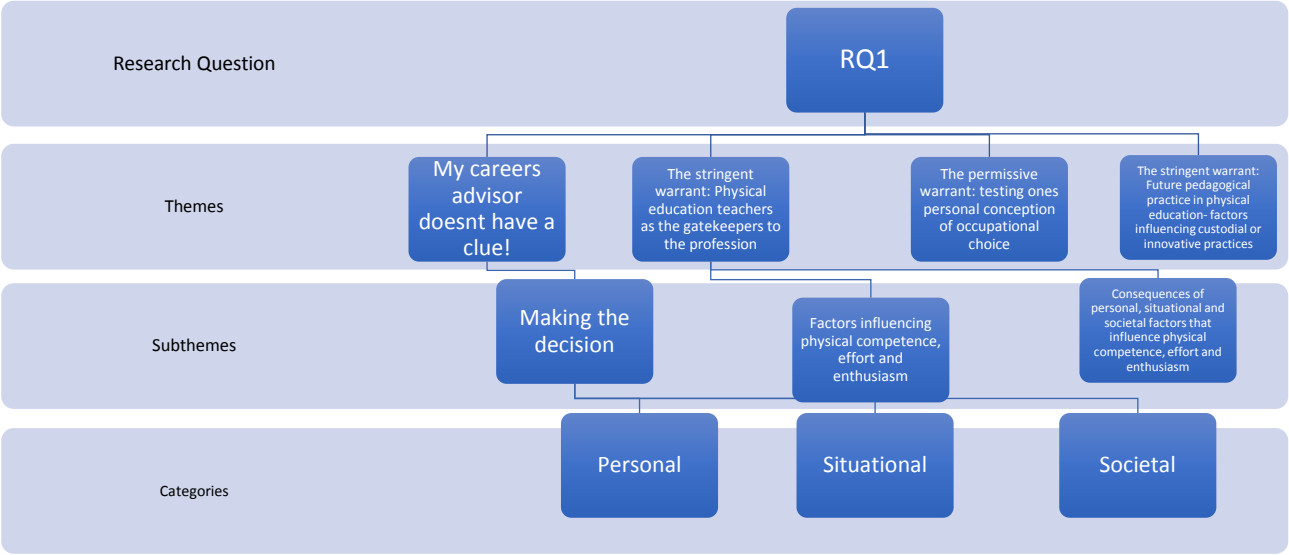


Figure 3.2: The connections between the themes and categories for RQ1

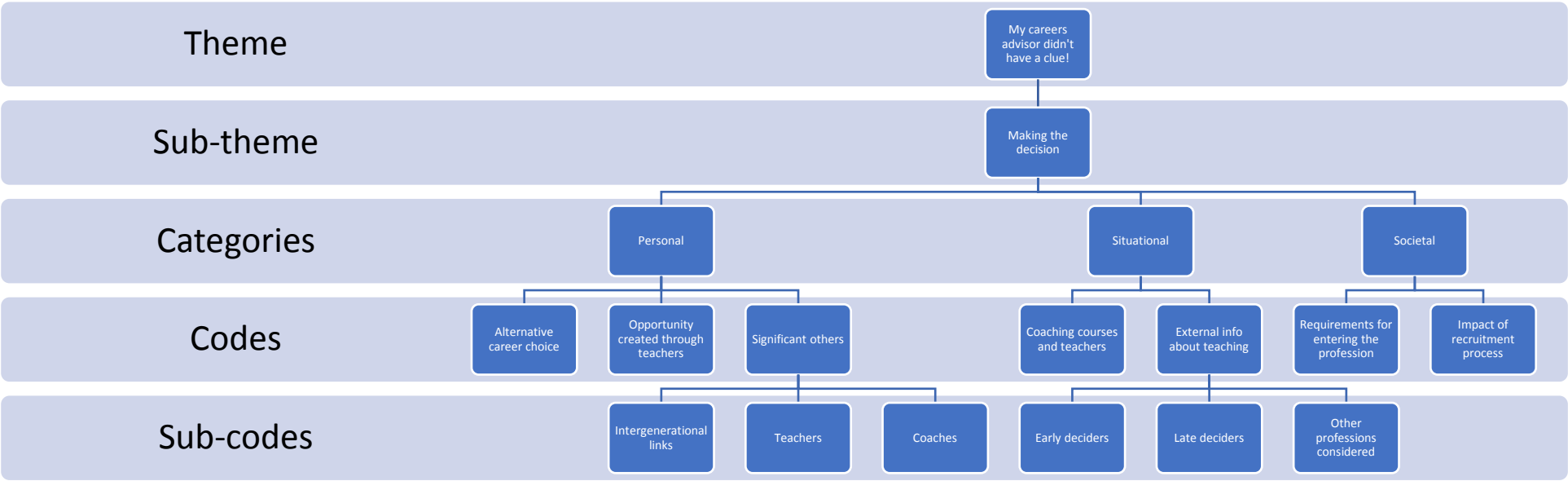


Figure 3: The connections between the sub-codes, codes, categories and theme 1 'my careers advisor didn't have a clue'.

Following Braun and Clarke (2006) I took a storybook approach to developing the themes. A theme identifies a concept that underpins what the researcher has found in the data. Each theme tells its own story while also fitting into a broader overall story that answers the research questions. My aim was to maintain the uniqueness of each individual participant and not quantify the qualitative data by stating how many times or how many individuals made similar comments. I looked for common threads and similar stories amongst participants and coded them as these commonalities presented themselves. Any anomalies to the main narrative were kept. This highlighted the uniqueness of each individual's experiences and how they felt about them. Their perceptions and responses to their circumstances represented how differently each individual saw the world.

When memos and annotations were combined, I wrote a handwritten summary for each theme, and a flow chart to help map out the ideas in a picture format. The photographs of a few of my notes made during this process have been included in Appendix 14 and 15 to demonstrate a sample of the work that went into developing the themes. The notes themselves provided a basis through which the transcripts and coding in NVIVO could be revisited and checked for accuracy, enhancing the rigour and trustworthiness of the study. Over time, the memos developed into drafts of each theme and titles (often using quotes) were added to the themes. The drafts were read through with a critical eye on how the data were expressed and connections were made to the literature.

3.8.1.4 Example of developing a theme

I will now use an example from the thematising to illustrate the process used during the analysis. Parents and teachers were classified as significant others and each had their own child code positioned within the parent code labelled personal factors. Parents created the situational factors required to gain high physical competence, effort and enthusiasm through opportunities to participate in physical activity and sport outside of physical education lessons, and teachers recognised these pupils. In turn, the teachers created opportunities for 'potential physical education teachers' to test their conception of occupational choice through the recognition of physical competence, effort and enthusiasm, thus acting as gatekeeper to a select few to the profession. Within the data, descriptions of the things that teachers valued repeatedly suggested physical competence, effort and enthusiasm, however they didn't always say this explicitly using these terms. These were codes I created through interpreting the data. Following this, connections were made between the situational and personal factors and how these interrelated. Identifying the process of why and how physical education teachers 'selected' certain individuals or how pupils 'fitted the mould' became one of the key ideas or themes that built the narrative towards arguing that the subjective warrant is not permissive as indicated by Lortie (1975) and Dewar and Lawson (1984), but far more stringent in the first instance. A step by step guide as to how the themes were generated is evidenced in appendix 14. The trustworthiness of the analysis is further discussed in section 3.9.

3.8.2. Statistical Analysis

Twenty needs supportive behaviours (autonomy, structure and relatedness) were measured using the SONIPE observation tool (Haerens et al, 2011) at 5-minute intervals throughout the lesson. Each behaviour was scored between 0-3, 3 meaning that the behaviour was demonstrated often. The descriptors were followed for each behaviour to score them and the reliability of the

observations was ascertained through myself and another researcher who trained each other to use SONIPE to gain 85% accuracy inter – reliability over five attempts with the same interpretation.

An independent samples t-test was conducted by using SPSS. Independent t-test is described as 'a test using the t-statistic that establishes whether two means collected from independent samples differ significantly (Field, 2005, p734). The test is referred to as an independent samples t-test when there are two experimental conditions (NQTS and ETs) and different participants were assigned to each condition (Salkind, 2008). It assumes that the variances in these populations are roughly equal and the scores are from different people. To identify if the subjective warrant's change over time impacted on teaching behaviours in the classroom, the significant difference between the behaviours of the two groups was measured. The meaning of the word *significant* in this context is that any difference between the behaviours of the two groups is due to some systematic influence (time in the profession and changes in the subjective warrant) and not due to chance (Salkind, 2008). For the purposes of this study and to identify if there are any significant differences in teacher behaviour between NQTs and ETs, I assumed that there were no differences between NQT needs supportive behaviours and ET needs supportive behaviours.

Although there maybe differences in behaviour between the two groups, other factors influenced recording the behaviours. Given that I am also using this study to test the SONIPE observation tool's ability to accurately assess teachers using different pedagogical practises, this was also considered during the interpretation of the data. The field notes and data generated from the semi structured interviews aided in accounting for differences in instructional orientation (innovative or custodial) as well as the notion of marginalisation of physical education and who the physical education teachers interacted with rather than only focussing on the needs supportive

behaviours in order to build a broader picture of what was happening in the physical education lessons. Using the methods collectively to ascertain how the subjective warrant impacts on changes in behaviour in physical education lessons allowed me to view the data from different angles. This is termed data triangulation (Thomas, 2009). Additionally, Thomas (2009) infers that in the social sciences, there is no one way of understanding things. By using mixed methods broadly informed by the interpretive paradigm, within the context of this study I am able to gain insight into and record actual teaching behaviour. It is a well-documented view that there is a disconnect between coach behaviour and actual behaviour. Using SONIPE in conjunction with the field diary notes and interviews will create a more rounded picture for my interpretation of the data and findings. The significance level is the risk associated with not being 100% confident (Salkind, 2008) that the Needs Supportive behaviours are more or less prevalent amongst NQTs and ETs; based on the fact that they all indicated that the most important trait in teaching is interpersonal skills and inspiring all pupils to love physical education and sport as much as they do.

The independent samples t-test uses the Levenes Test (Field, 2005). This tests the hypothesis that the variances in different groups are equal. In this case, the hypothesis is that both groups use needs supportive behaviours in their teaching equally. The significance is identifying whether the variances are similar between the groups. If the result is less than 0.05, equal variances are not assumed, therefore there is a significant difference in behaviour. This means that there is a 5 in 100 chance that there is a difference in teaching behaviours between the NQTs and the ETs. Results greater than 0.05 indicated no significant difference (Salkind, 2008).

The research design encompasses both qualitative and quantitative elements within the same study. The term used for this is *concurrent* (Biesta, 2017). Research question three focuses specifically on identifying the changes in teachers' Needs-Supportive Behaviours over time.

Although the data collection method uses a quantitative observation tool to record the behaviours, the semi-structured interviews and field notes are used to interpret them (triangulation). This method is being employed to seek elaboration, enhancement and illustration between research questions one and two; focused on the subjective warrants adequacy and how it changes over time using semi-structured interviews, with the third question; focused on the changes in teacher behaviours influenced by the subjective warrant at NQTs and ETs in-service. Greene et al (1989) term this type of triangulation as *complementary.*

3.9 Rigour and trustworthiness in data collection/generation and analysis

The trustworthiness of any research must be evaluated to establish its authenticity and value within the field. Given that this study is a mixed methods study broadly informed by the interpretive paradigm and underpinned by a pragmatic approach, evaluating its trustworthiness using quantitative methods only is not, according to Krefting (1991) relevant. This section will provide a clear overview of the trustworthiness for this study.

Krefting (1991) noted two key principles to consider when justifying the trustworthiness of qualitative research in particular. The first is that behaviours are influenced by the physical, sociocultural and psychological environment which makes up the basis of naturalistic enquiry. The second principle as originally highlighted by Schmid (1981) is that behaviours go beyond what can be observed by the researcher. More importantly, Krefting (1991) illuminated the importance of ensuring that each study's trustworthiness needs to be customised to accommodate the uniqueness of each project.

This study follows Agar's (1986) advice; whereby credibility, accuracy of representation and authority of the writer are more appropriate considerations than reliability and validity. However, these terms have been used to justify the use of SONIPE for the third research question. Additionally, more qualitative terms to justify trustworthiness are still relevant to this particular question due to the nature of this mixed methods study and how the data has been analysed give further insights into how the subjective warrant influences change in practises over time. The emphasis has therefore been placed on how reliability and validity are *defined* for this particular study (Leininger, 1985). Krefting (1991) concluded that there is a need to ensure the quality of the findings where qualitative methods have been used to generate data.

Guba's (1981) model for assessing the trustworthiness of data has been adopted as suggested by Krefting (1991). The author identified this model as being *'comparatively well- developed conceptually and has been used by qualitative researchers, particularly nurses and educators, for a number of years'* (p215). The four aspects of the model used to assess trustworthiness are relevant for this mixed methods study. They comprise of truth value, applicability, consistency and neutrality. Each of these have been addressed below to demonstrate the rigor of the study as well as place a frame of reference to assess the value of the findings.

To ensure that my themes were credible within the context of the study and I had coded consistently, the themes were discussed at regular intervals with my supervisory team. Furthermore, this added confidence in ensuring the themes were constructed soundly and provided a solid foundation to developing the narrative of the findings with well-founded arguments (Richards, 2015). By identifying the common trends and the relationships between the codes, small ideas provided the basis for larger, more substantive, themes. Richardson (2000) suggests the following considerations when working through the process of thematic analysis. The

first consideration is, does this idea give a substantive contribution giving a further understanding of social life? Bourdieu's habitus, field and practise was used as a thinking tool, and was therefore referred back to in constructing the findings.

Richardson's (2000) second consideration is aesthetic merit, whereby the text needs to be thought about in an open and creative way. By using Bourdieu's habitus, field and practise to answer my research questions, I was able to think about the data set creatively and demonstrate the complexities of how the factors influencing the subjective warrant interrelated and impacted on each individual.

The third point to consider was whether the findings give a sense of lived experience. The data needed to remain in the context and story of the person telling it. Building the themes around the commonalities and shared experiences and developing the narrative around that recognised that although the teachers were located within the field of physical education, there were also subfields of schools and departments. The participants were bounded by the constraints within each individual context, however the findings report the very essence of these experiences and how they are significant to answering the research questions.

The final consideration suggested by Richardson (2000) was the impact of the findings on the researcher. Personally, I would describe this as the 'aha moment' or 'light bulb moment'. This is where the newfound knowledge/ theme resonated with me and ignited an emotional response in the form of excitement and/ or empathy for the teacher. As this occurred, I remained reflexive to ensure that my own thoughts, feelings and perceptions as a physical education teacher who had now left the profession did not interfere or influence the findings. Moreover, as the themes became established, further opportunity was taken to consider further questions and consider

further engagement with the literature to gain a deeper understanding of what I was finding. Due to the fact that this process was drawn out over a number of years, the re-engagement with old literature and engagement with new literature enhanced my work by giving further insights.

3.9.1. Truth Value

Truth value establishes the researchers' confidence in the truth of the findings for the participants and their context (Lincoln and Guba, 1985). The risk of threat to the internal validity of SONIPE was minimised through inter-reliability tests with 85% accuracy, as described in section 3.6. However, internal validity assumes that there is only one reality (Lincoln and Guba, 1985). The uniqueness of this mixed methods study assumes that there are multiple realities, and this is addressed later in this section. In order to account for external variances such as different teaching environments, different pedagogical practises and other external pressures that cannot be recorded by the SONIPE, field notes and subjective observations were noted and kept in a field diary to provide context for each individual lesson. The results of this are highlighted in chapter 5.

Truth value associated with the semi-structured interviews and subjective observations were obtained through the discovery of experiences as they were lived (observations) and perceived (semi structured interviews) by the participants. Combined with the systematic observations, this highlights the relevance and importance of using a mixed methods design in order to answer the research questions as fully as possible. Truth value is subject orientated and not pre-conceived by myself as the researcher. Lincoln and Guba (1985) termed this credibility (cited in Krefting, 1990, p215). Referring back to the notion that there are multiple realities, the methods adopted for the study aimed to represent these as much as possible (Krefting, 1990). This was achieved by working iteratively through the data generated to test the findings against all of the interviews within the data sets. This enabled me to explore the ideas being examined further by ensuring that there was

sufficient evidence to support them as patterns emerged. Sandelowski (1986) suggests that a qualitative study is credible when it presents such accurate descriptions and interpretation of the data that people who share that experience would recognise that description or interpretation. For example, the first interviews conducted were with PGCE students at the beginning of their course. Initially, I was particularly interested in those who did not have a great relationship with their physical education teacher and where they got their information from. They struggled to get comprehensive information. The common pattern amongst early and late deciders regardless of their relationship with their physical education teacher that there was minimal information available outside of the physical education department, which led to the first theme in chapter 4, 'my careers advisor didn't have a clue'. This then led to the subsequent examination of the permissiveness of the subjective warrant; if one could only really access comprehensive information within the physical education department, what happened to the 'marginalised' and possibly the 'others'? (Smith and Karp, 1996). What did individuals have to do to obtain a great relationship? What there a pre-selection recruitment process in school? The initial codes were based upon Dewar and Lawson's (1984) framework of factors influencing the subjective warrant; notably the personal, situational and societal factors. The code book in table 3.5 shows all of the codes, including the ones that I had started to build upon, but following the iterative process did not fit into the themes that answered the research questions. However, some of the findings within these helped to create the bigger picture and context for other, more prolific themes. Appendices 14 and 15 demonstrate how the codes and themes materialised through coding, recoding, the creation of subthemes and final the key themes in each of the chapters. The narratives for these are embedded within the results chapters themselves. Additional literature reviews were conducted to explore and support the key ideas further. With the first theme, this included marginalisation in physical education and parental influence on children in physical

activity. This was then used to inform the examination of the permissiveness of the subjective warrant, building upon Lortie's (1975) seminal work.

Additionally, credibility was sought through the strength of relationships I had built with the participants. Not only had I spent a number of years previously within the field, I had built a strong connection with the participants previously either within a professional capacity or a personal one. Our shared experiences and narratives added authenticity to the data through trusting and meaningful interactions. The PSTs were interviewed at the beginning of their courses. Again, the shared physical education stories could be related to in a way that allowed the participants to talk openly. I also reassured the students that my research was very separate to my professional role as lecturer, and that I was also a student too; just studying at a different level. I highlighted that this would not be possible without them with the aim to address any power issues or reservations they may have had.

Denzin (1989a) contended that the understandings of human experience are processed through language, however language has been described as being inherently unstable. For example, when one person shares an idea with another, that idea may be perceived in different ways, dependent on the experiences and interpretation of the person the idea is being conveyed to. The knowledge the participants built was symbolically constructed and not objective and truth only becomes fact when we agree that it is (Hatch, 1985). Mutual engagement supported the co construction process fostered between myself and the participants during the semi structured interviews. This encouraged myself and the participants to construct the subjective reality of the factors influencing the thoughts, feelings and perceptions towards teaching physical education at different career stages, how they changed over time, and how these are externally represented

through teacher behaviours (Mischler, 1986) and decisions regarding teacher behaviour are influenced by external factors such as test scores, time constraints and resources (Stylianou, Hodges, Kulinna, Cothran and Kwon, 2013).

3.9.2. Applicability and Consistency

Applicability refers to the degree to which the findings can be applied to other settings and other groups. Standelowski (1986) recognises that generalisation is not relevant due to the uniqueness of each situation. The narratives told within the results chapters draw from the individual accounts shared within the interviews. Commonalities were identified amongst participants, however, the uniqueness of each individual narrative and context remained intact. The considerations for this mixed methods study within its own unique context is twofold. In the first instance, as discussed in section 3.7, the SONIPE tool was tested to 85% inter-reliability, meaning that it could be used within any setting accurately. Furthermore, its purpose for this study was to provide a framework through which behaviours could be identified and then complemented with the subjective observations and semi structured interview data to identify any changes in teacher behaviour over time in line with the subjective warrant. Although the results in chapter 5 compare the NQTs with the ETs collectively, the uniqueness of each individual lesson is highlighted in the results through the use of the qualitative data. This allowed me to examine the effectiveness of the tool for highlighting how changes in the subjective warrant over time can impact on practise. As already discussed in chapter 2, SDT informs the implicit decision making based upon one's habitus, Self Determination Theory (Templeton, 2016) and the subjective warrant. It provides the link between habitus and teacher's explicit behaviours. Considering needs supportive behaviours in the classroom illuminates not only the teacher's motivation, but provides insights into how the external influences and subjective warrant impact on the interactions within the classroom. This is

somewhat different to the purpose intended by Haerens et al (2011). As already noted in chapter 2, the purpose of the tool was to give unique insight into needs supportive teacher behaviour as opposed to focussing on the child as with previous physical education studies into classroom behaviours. Chapter 5 provides unique insights not only into using the tool for this purpose, but also how the subconscious actions driven by one's habitus can become a more conscious action through the use of subjective observations and semi structured interviews to give a more rounded picture; identifying not only what the teachers are doing, but also how and why.

Furthermore, the purpose of this study is to give insights amongst one group of people, so although the methods could easily be replicated, I have to recognise that the group of participants I have interviewed each have unique experiences informing their thoughts feelings and perceptions towards physical education. Purposive sampling (see section 3.5.1) has been used in order to gain as accurate representation of physical education teachers out of one university as possible. Lincoln and Guba (1985) noted that the transferability whereby findings can fit into contexts outside of the study situation is the responsibility of the person who wanted to transfer the findings to a different population. The research design for this study is detailed in section 3.5, and as recommended by Guba (1981), it provides adequate detail so that it could be replicated; however, the findings would be unique to the research population and context identified. Within this study, the methods have been replicated multiple times amongst the different groups (PSTs, NQTs and ETs).

Consistency is also a key consideration for trustworthiness. The criteria for this is whereby if the study were repeated with the same context and the same population, the results would be the same ensuring stability and consistency in the data collection process. SONIPE was tested using inter-reliability with 85% reliability. The behaviours observed and recorded were defined by a set

description as already discussed in section 3.6. I was therefore prepared and trained to collect accurate data when using the systematic observation tool (SONIPE) so that the behaviours could be accurately identified amongst different participants and their contexts. This tool assumed only one reality rather than multiple realities, therefore it did not consider different pedagogical practises and varying outside contexts such as the level/ age of the children being taught or activity being taught. Guba (1981) ascribed this variability to the sources. The teacher's way of teaching was unique to them and their situation, therefore warranting the necessity for the subjective observations. Although each teacher teaching is not representative of the whole group, each individual lesson data and collective comparison provided unique insights into a) the appropriateness of the tool and b) uncovered important insights into the changing subjective warrant over time. The raw data for each participant filmed is available in appendix 11. An explanation of this data and what the numbers represent is available in section 3.8.

As a mixed methods study broadly informed by the interpretive paradigm, its pragmatic approach justifies the complementary use of the systematic and subjective observation results noted in chapter 5 so that these factors could be taken into consideration. Assuming that there are multiple realities, the teachers' perspective of their own subjective warrant and the influencing factors as well as the interpretation of those thoughts, feelings and beliefs meant that reliability was no longer as relevant (Krefting, 1991; Lincoln and Guba, 1985). SONIPE identified what the teachers were doing, the subjective observations identified how this happened, and the semi structured interviews gave indication as to why. Variation of experience is sought as opposed to identical repetition and Krefting (1991) also placed emphasis on the uniqueness of the human condition, therefore *dependability* is a more appropriate term to use as opposed to *reliability.*

3.9.3. Neutrality

Neutrality can be defined as the freedom from bias in the research procedure and results which is measured by the degree to which the findings are based upon the participants and conditions of research and not the bias and perspectives of the researcher (Sandelowski, 1986; Guba, 1981). Due to the qualitative dominance of this study, I as the researcher aimed to increase the worth of the data findings by conducting the in- depth semi structured interviews (see section 3.6). Neutrality was achieved through the establishment of truth value and applicability; as described in sections 3.9.1 and 3.9.2. Furthermore, the iterative process of thematic analysis (Braun and Clarke, 2006) was adopted to further ensure rigor within the data analysis process (see section 3.8).

As a researcher, I am still part of the world I am studying. Hammersley and Atkinson (1983) describe the state that the researcher and the participants are in as inseparable. This is an existential fact, and we cannot remove ourselves from the world in order to study it. Being reflexive entailed keeping track of my influences on the setting, any biased views I may hold as well as monitoring my emotional responses. However, 'emotions and experiences of the researcher can have a positive role to play in qualitative sensitive research and can provide valuable knowledge and worthy insight into a topic' (Johnson, 2009, p191).

Rather than attempting to be completely objective and accepting the fact that this may not be possible as my own interpretations are going to be informed by my own lived experiences, I need to be reflexive and apply my own subjectivities to understand the assumptions made by the participants (Lincoln and Guba, 1985). An example of how this was achieved through the analysis process is noted in appendix 14.

Goodall (2000) describes reflexivity as a process of personal and academic reflection of lived experiences in ways that uncover deep connections between the researcher and the participant. The author also suggests that this is essential in maintaining the integrity of qualitative research. There is a need to further understand the meanings individuals construct in order to fully participate in their social lives (Erikson, 1986). The meanings that individuals attach to their experiences are of particular interest as opposed to identifying social facts (Hatch, 2002). The iterative process during data analysis allowed time and space to check and provide further rigour to the trustworthiness of my findings.

Chapter 4 **The Subjective Warrant and its Adequacy in 21st century Physical Education**

4.1 Introduction

This is the first of three chapters wherein I present the data generated through retrospective life story interviews from 29 physical education teachers at different points in their career: pre-service teachers, teachers in their first year of teaching and experienced teachers that have been in the profession for five years or more. This chapter specifically addresses the first research question identifying whether the subjective warrant (Dewar and Lawson, 1984) still has currency in 21st century physical education.

In order to ascertain its currency, the subjective warrant itself was used as a framework to examine and identify the factors that have influenced the participants' journey into the profession. Personal, situational and societal categories identified by Dewar and Lawson (1984) have been used in the analysis and in the structuring of this chapter. Bourdieu's (1979) concepts of habitus, field and practice were drawn upon during analysis as 'thinking tools'. These conceptual tools offered a different perspective on occupational socialisation and the subjective warrant of physical education teachers. Moreover, this chapter discusses my findings in relation to the intergenerational and interdependent links within the occupational socialisation process situated within the physical education field. I will explore the extent to which Physical Education teaching is governed by a permissive warrant (Lortie, 1975; Dewar and Lawson, 1984) to ascertain its currency four decades on from its original conception.

Throughout this chapter, the research of Doolittle, Placek and Dodds (1993) is drawn upon to investigate the varied experiences of participants who were early deciders and late deciders. This analysis also considers how and when participants have committed to the profession and the factors influencing this decision.

4.2 'My careers advisor had absolutely no clue!': Is the subjective warrant permissible?

Identifying how and where potential Physical Education Teacher Education (PETE) recruits access career entry information is central to gaining insight into what inspired them to pursue a career in physical education teaching. Ofsted require schools to have rigorous careers advice (Long and Hubble, 2017). Furthermore, the Department for Education in the United Kingdom has published 'Careers Guidance and Inspiration in Schools' (2017), providing statutory guidance advising what schools should consider regarding careers advice provision in compliance with their legal responsibilities. However, this was not always the case for those interested in teaching physical education. Holly, a pre-service teacher starting a Post Graduate Certificate in Education for Physical Education (PGCE), was representative of the participants. Her recollection of careers advice at school eludes to this.

> My careers advisor had absolutely no clue… I needed more information; I should have been better informed at school. I really should have (Holly)

Despite strict government guidelines the participants' accounts, regardless of age and career stage, suggest that their experiences were negative when attempting to access independent, impartial careers information related to physical education teaching. Other responses to the question 'did you ascertain any outside information regarding entering the profession at any time?' also resulted in a similar response. The post graduate students that wanted to become

physical education teachers believed that they had not been given comprehensive information regarding the different routes into PETE. For example, although Abbey was an early decider, she had not been informed of the different routes.

Just to clarify you didn't go on QTS because you didn't know it existed.

I wasn't knowledged. I didn't have knowledge of any thing; I didn't even know what a semester was.

And school didn't really help you either?

no, nothing… (Abbey)

Concerns regarding a lack of information for the QTS four year undergraduate PETE course were more widespread amongst Post Graduate PETE pre-service teachers, early deciders who committed late to the profession and late deciders. Talking about this issue, Joshua, a post graduate PETE preservice teacher and early decider indicated that he was unclear of the PETE courses available to him.

So how come you didn't do QTS?

Mostly probably because I never got advice, and I didn't even know it existed. (Joshua)

Undergraduate QTS pre-service teachers also reported a similar experience of careers advice provided independently at school. Harold recalled that there was information for other careers, but not for teaching physical education.

…did you see a careers adviser at any point to ascertain factual information on teaching as a profession?

No.

No, there weren't any available to you?

I think there…Obviously, they were available but not for PE. (Harold)

Similarly, in response to the same question teachers one year+ and five years+ into their chosen career as teachers of physical education experienced the same distinct lack of information about the PETE courses available to them. Nora is an NQT participant in her first year of teaching. When reflecting back on her experiences of how she gained information about entering PETE, she responded accordingly.

> I think we did have a careers meeting at school and you do like a questionnaire of, like in the end it tells you what you should be. I think in the ends it tells you that you should be something like a dentist. And I was like nah, I'm not going to do that! That's not going to happen! A lot of it I just spoke to my teachers about because they are there first hand experiencing it all. (Nora)

The participants' recollections of independent and impartial careers advice do not align with the Department for Education (2010) and Ofsted who suggest that all young people should have the opportunity to explore all avenues when considering career pathways and have access to a wide body of impartial advice. The participants found it very difficult to get accurate and useful information from independent sources. Careers advice and information for teaching physical education is still limited in 21st century and lacks crucial details such as what PETE courses are available and how to access them. PSTs and experienced teachers gained their information from the other physical education teachers already in the profession.

Drawing from Woods, Richards and Ayres (2016) work, who concluded that physical education teachers contribute to the recruitment into the profession, the findings of this study also illustrate that existing physical education teachers were perceived as the most valuable source of information. Harriet, a pre-service teacher, represents this during her interview.

My head of sixth form's a PE teacher. It was really weird because I obviously spoke to her, like she knew I wanted to be a PE teacher so she gave me the opportunity to do all the experience within teaching in the school and everything, kind of helped me, especially with my personal statement. My personal statement, she helped me through it so much because she was like, we're going to get you into a QTS course, it's going to be fine (Harriet)

Given that PE teachers played such a significant role in career guidance, it is perhaps unsurprising that substantial challenges were reported by late deciders and late committers into the profession; often those entering the profession via the PGCE course. Within the interviews, there were a variety of recollections depicting how potential pre-service teachers attempted to gain factual information outside of the school setting. Their determination was evident in their quest in finding information themselves as it was very limited. Abbey illustrates this in her account of how she gathered information.

So, did you see a careers advisor at any point to ascertain factual information on teaching as a profession?

No, but I definitely rang the Department of Education a lot.

Right, ok! Who did you speak to in the Department of Education? (laughter)

Basically, I just googled, it was my best friend, and I googled a lot of stuff. I found, I probably should have gone to a careers advisor, because I was calling my old classmates at uni, how on earth did you get on to…because I knew it was UCAS application style, didn't know they called it GTTR, didn't know what to search, and I didn't have any information about what kind of process there is or the different schools direct, PGCE, or and because it has all changed, when I was applying, there was no GTP anymore… *(Abbey)*

Support for entering PETE was equally as problematic when accessing external government careers and job advice services. Grace described this service as existing with the purpose to fill low paid, low skilled jobs which is a concern for anyone aspiring to do anything that requires more information or skill. She felt a distinct lack of knowledge or commitment from them to her. This was also underpinned by the stigma attached to going to the Job Centre and the perceptions held by others. The Job Centre in the UK is also a place where people without employment seek financial aid. In her words, it felt 'trampy'.

> I did go to the job centre just after university, and took in my CV there. But, the only thing is, I had a job, so it wasn't like I could get any help from them because I was…I'm an activity leader in the 6 weeks' holiday as part of a free play scheme… when you go to them advice centres, they are judging you straight away. Like I want to work, I want to go in there. So, I actually had a job I was just trying to get advice, because after the six weeks...I don't want to be a bum.
>
> *So, would you say they were fully equipped themselves to give you the information needed to become a teacher?*
>
> No, no, they were saying basically they wanted me to…I wanted secondary PE and I wanted to do a second subject, so I wanted to do Spanish as my second subject. No, nothing, nothing available for that.
>
> *… so they didn't look at courses or anything?*
>
> no nothing, they only had stuff available for people who were at a very very low level, whereas I don't think that's very fair at all. …Unless you wanted to be a security guard or and get your badges and stuff like that, or hair dressing, you know, nothing sport related, nothing. Nothing sport related at all. (Grace)

In contrast to Lortie's (1975) suggestion that teaching has a permissive warrant, the experiences of participants suggest that information about physical education teaching is not readily available outside of the profession itself. The next section will explore the extent to which physical education teaching is instead bound by a more stringent warrant with teachers not only promoting recruitment as Woods, Richards and Ayres (2016) suggest, but also acting as gatekeepers to the profession.

4.3 The stringent warrant: Physical Education Teachers as the gatekeepers into the profession during the anticipatory phase

This section will examine the extent to which physical education teachers are central to attracting new recruits to the profession. This relates to and extends on the work of Woods, Richards and Ayres (2016) who highlight this important role. The results indicate that physical education teachers themselves have a set criteria for potential pre-service teachers. These criteria are key elements in the stringency of the subjective warrant and contribute to how and whom the profession will announce itself to. This is followed by a discussion of what personal, situational and societal factors influence the criteria and the consequences of the experiences embedded within these factors.

The first criterion is high physical competence. Physical competence in traditional games based sport is highly valued in physical education by the teachers already in the profession. Participants in the study highlighted that they entered their physical education lessons at school with a high level of physical competence. Smith and Karp (1996) defined three distinct groups in physical education; the powers, the others and the marginalised. A 'power' will have high levels of physical competence. Physical competence gave these particular participants status amongst their friends and recognition from their physical education teachers. It becomes one of the building blocks that

contribute to their sporting habitus. Some were recognised for their physical competence in one sport in particular. Alex, an undergraduate pre-service teacher and early decider, recalled how his physical education teacher had recognised his talents and sought him out for the older cricket teams at school.

> I was doing a lot and I was county level cricket at that point, a lot of my time was doing training and stuff …he [physical education teacher] came and said, "I want you to play cricket for the team", "Right, I'll come to nets and see what it's like", and I was in Year 8 and…I was playing Year 11 cricket… (Alex)

Participants who defined themselves as contributing massively to school physical education were all-rounders and played on a number of sports teams. David gave an example of this when describing the highlights of his school experience.

> So, I wasn't specifically good in one area, I was sort of good at everything as such, so that was a really good thing for me because I was involved in all the school sports teams, swimming, like going to galas, and stuff like that, so having all that opportunity, so I mean, yeah, just having a mixed experience, in a different range of sports, so that's what made it good for me. (David)

Effort and enthusiasm were described as often valued by physical education teachers and is therefore noted as the second criterion. Individuals with high physical competence described their tendency to demonstrate this through their positive attitudes and commitment to extra-curricular teams. Those who do not excel in any given sport are often in the school teams in a range of team sports and are perceived as contributory team members within the physical education department and David (noted above) is a good example of this as he highlighted that he wasn't 'specifically good in one area'. Positive attitudes and high engagement contribute significantly to physical

education involvement and subsequently initial recruitment by the physical education teachers. Smith and Karp (1996) describe these students as the 'others' with occasional alignment with the 'powers'. This can be defined as cultural capital whereby they are emulating the practices and attitudes that are valued within the field (lisahunter, Smith and Emerald, 2015). Hannah described herself as not only one of 'the others', but also as having to work hard physically to maintain that status.

> The sporting side was probably like I say when I got to year 10 and 11, the input from what we were offered and what we did and the array of what we did. It was okay if you were rubbish at trampolining because in a few weeks' time you'd be doing basketball. So, you were never made to feel you're rubbish at something, I wasn't the best in the class but I wasn't the worst, I was kind of one of those middle ground...
>
> *Some of the middle ones that were consistent?*
>
> Yeah and I wasn't a middle ground that kind of sat back and coasted, I was one of those middle ground, that worked hard to be a middle ground. So, I think it stems from that really and enjoying the bits that I had had the input on and the leadership and doing things in lessons and thinking, I like this. (Hannah)

Notably, Katy, with five+ years' teaching experience also described her experiences in physical education and school sport as positive. Although she did not identify herself as sporty, she was very much involved in the activities on offer.

> I wasn't massively sporty. I was involved in netball, I'd played football at primary, but I think that was because it was all that was on offer to us at primary. Because the football teacher was an ex-Coventry City player, so she kind of did the football, we went off to Leicester to play matches and I've got scars on my knees still, so that was fab. (Katy*)*

Katy was recognised for her efforts in sporting activities. Individuals highlighted that they were noticed by their physical education teachers for these three key values; high physical competence, effort and enthusiasm. In order to gain this recognition, each individual would have embarked on a socialisation journey that would have started to shape their sporting habitus dependent on a variety of personal, situational and societal factors within the different fields they are positioned within; such as sports clubs, family and school. The next section defines the most influential factors and how they contribute towards meeting the values held within the physical education field.

4.4Factors influencing physical competence, effort and enthusiasm in physical education

Personal, situational and societal factors influence the development of ones' sporting habitus Dewar and Lawson (1984) and these 3 factors will be examined within this section. The subjective warrant is dependent on the practices they witness within the fields they are involved in and the opportunities they are offered by significant others. For this cohort parents were the primary driving force within the earliest stages of the development of one's habitus and this has been identified as a catalyst in the formation of the subjective warrant for teaching physical education (Curtner-Smith, 2001; Dewar and Lawson, 1984).

Parents of PSTs and experienced teachers specifically, who valued physical activity and sport promoted positive experiences in physical activity and games as sport and this led to the development of a habitus that aligns with the physical education field; often through similar values and behaviours. Suen, Cerin and Wu, (2015) noted that physical competence was influenced by parents taking their children to clubs out of school hours, facilitating their love of activity and meeting the financial implications of participating.

The participants in this study highlighted that this contributed to the positive relationships and experiences they gained outside of the physical education field. Tori, a PG PST, recognised the role of her parents within the anticipatory phase of her socialisation into teaching. This is an example of the personal factors influencing the subjective warrant (Dewar and Lawson, 1984).

> Mum and dad have always supported me to do sport all the time, and they have been really supportive with the whole uni thing, and as it has progressed into a physical education teacher they are right behind me so maybe not necessarily said oh I think you would be good at this or whatever, but if that's what you want to do, we are right behind you (Tori)

This quotation highlights Tori's parental support; not only in her early physical activity experiences, but also in her journey to becoming a physical education teacher. Although Tori does not highlight any specific ways in which her parents supported her, she clearly identified that her parents were 'right behind' her and 'really supportive'. Abbey, a post graduate pre-service teacher, gave far more specific and explicit examples the early influences of her parents. She was heavily influenced by her parents' love of volleyball and was therefore socialised in and through sport;

> So, I played volleyball my entire life because of my parents.
>
> *so, extra-curricular, and were your parents involved with volleyball?*
>
> yeah, they have played since they were like 20, so 30odd years. I was born around volleyball. So, it was a natural progression as such, but then hockey, because of the intensity of the training and my ability to pick up sports really quickly, I started at uni and was straight in there. I loved it, absolutely loved it. It was fantastic. (Abbey)

Although parents were highlighted as the primary influence, extended family were also classed as significant others influencing the subjective warrant. Harriet, an early decider pre-service teacher who was enrolled on the undergraduate QTS course, gives an example of how her grandparents had a positive influence on her extracurricular activities.

> *Do you have a group of friends that was into horse riding as well?*
>
> No. I'd done ballet and tap until I was six. I enjoyed it but it just wasn't really my thing, and then my Nan got me into horse riding, and my Nan and Granddad, they've been like the funders of riding. (Harriet)

However, Harriet later described how her habitus did not align with the practices and values held within the riding environment. The financial position of her family impacted on the development of her sporting habitus. This was due to her (lack of) social standing within the culture of horse riding. As a sport dominated by children in independent schools, she felt like an imposter due to the fact that she did not have the shared privileges, experiences and background as her peers. She attended a state school and felt that she lived a very different life.

> I think with horse riding, the people that are horse riders, they're completely opposite to me. They're all really keen and cliquey and love every single horse, and I'm just like I enjoy my horse and I enjoy what I do, and I don't want to sit and have your weird conversations about your private schools and all this and just...
>
> *So it's just a different social...*
>
> And from where I come from as well, like Stevenage, is so different to where all them lot live, they all live in the countryside and love their ponies and things, and I'm just like oh no, you're making me cringe a bit.' (Harriet)

This is an example of where the situational and societal factors interact closely with the involvement of the personal factors such as significant others. In this instance, although Harriet had the encouragement and support of her grandparents, her perceived mismatch limited her ability to feel accepted. Joshua, a post graduate PST, also discussed how a lack of funding effected own his participation in sport outside of school.

> I don't come from a family that are rich and have loads of money, so I have never had support in that way even when I was younger, even now I find it hard to spend money on those pleasures, if you want to call them that. So yeah. (Joshua)

In some cases, those with a natural aptitude for sport were not influenced or impacted by family by facilitating extra-curricular activities and in such cases the physical education teachers recognised and supported pupils in school as opposed to significant others outside of school as I will explore further in the next section. For example, Joshua had a naturally high physical competence and his enthusiasm for sport in school but his parents did not encourage this specifically. Nevertheless, he had a high standing within his physical education lessons and gained the sporting habitus from these experiences focused on the traditional activities incorporated within his curriculum.

> if I do go out and do sport its usually I go for a run. I go off my own back, just put on some music and off I go. Because that way I'm not spending nothing.
>
> *So, did you get any opportunities to get to do extra-curricular sport.*
>
> yeah, at school, but then mainly it was athletics in the summer and rugby in the winter. I didn't really participate in anything else. (Joshua)

Lack of parental funding can be detrimental to involvement in sport and in a UK context, parents who cannot fund extra-curricular activities or cannot commit to the pressures of supporting their

children in high level sport can inadvertently limit their child's potential in sport and thus in physical education. Harriet and Alex both eluded to this in interviews. Both PST's had dreams of becoming professional sportspeople in elite sport. Their aspirations were subsequently blocked by the personal, situational and societal factors beyond their control; namely the lack of commitment by their parents. For Alex, physical education was a career contingency (Dewar and Lawson, 1984), and allowed him to have a continued association with sport;

> I played highest at cricket, I guess. That was county level, that was about as much as I could get, my parents weren't great, not so great, when I got to a certain point, they didn't want to keep driving to Northampton three, four times a week so as I stopped training as much, you get picked less at that level. So, that was the highest I've got. (Alex)

In this instance, it is clear that being physically competent was not enough when taking part in privately funded activities outside of school. Regardless of this, Alex still fitted the 'high physical competence' and gained recognition for his high levels of 'effort and enthusiasm' criteria set by his physical education teacher. He was perceived as a 'power' within the constraints of the physical education field in school (Smith and Karp, 1996). Moreover, this was a result of him having physical competence in games-as-sport activities; which adds an additional dimension to the value of physical competence, effort and enthusiasm. Physical competence effort and enthusiasm in a sport that features heavily in the traditional curricula has the highest value.

Alex's activity choice and physical competence was developed during school within the very narrow conception of physical education as games/sport. Other participants in the study also recalled taking part in the similar games/sport outside of school that had initially been experienced in physical education lessons. Alex's experience is a good illustration of how his sporting activities were influenced by what Green (2002) describes as a 'traditional curricula'. It

wasn't until Alex was older that he showed any consideration for developing his physical competence in other ways.

> *Did you do anything other than games or was it mostly games that you participated in in games other than extra-curricular?*
>
> …what I did outside the school was definitely games; football in particular. It wasn't until I got older that I started to broaden my general enjoyment for sport I suppose. I was always…I was gonna be a professional footballer, then it was I want to be a professional football coach, then it was football, football, football, but then as I started to get older I actually thought, actually I like that sport, I like that sport and there were more sports that I was starting to add...(Alex)

Similarly, Sammy, a teacher with five+ years' experience, noted how the traditional curricula taught by the older staff members in the physical education department limited the enthusiasm and engagement of some of her classmates because of its narrow focus.

> *What were the lowlights of your PE experience?*
>
> I think the lowlights, when I was being taught by the older PE teachers because my high school, if you didn't like hockey and netball, then you didn't really enjoy PE because the teachers, those particular teachers taught the sports that they liked, so we didn't do gym, we didn't do dance, we didn't do swimming at school, it was just the sports in the curriculum that they enjoyed. I was lucky because I enjoyed all sports but I can see why some people really didn't want to do PE, so I think that was definitely a low. (Sammy)

This quotation demonstrates the limitations of the traditional curricula; not only in promoting extra curricula engagement, but also in limiting physical education teaching as a potential career choice to those who love sport, particularly traditional games. Other activities that were not

games based were rarely valued. The excerpt from Dora highlights the fact that the teaching of non-games based activities was limited.

> I can't say I did much in the way of gymnastics apart from maybe year seven when I first got there, and the same with dance, everything else was kind of like hockey and then football or netball and basketball, very much team based games. (Dora)

Jeanne's comments below support this idea and gives insight into the lack of value placed on the 'minor' activities such as gymnastics and dance based movement. The dismissive attitude towards activities that are not central to the traditional curricula is evident.

> It was okay if you were rubbish at trampolining because in a few weeks' time you'd be doing basketball. (Jeanne)

It was clear that in the experience of the participants in this study a number of physical education teachers placed importance on game based activities, therefore marginalising the 'minor' activities. This is not a new finding in physical education and reasons for this include lack of experience and confidence in teaching these areas (Morton and Doherty, 2008). The fact that physical competence, effort and enthusiasm was not valued in these activities further marginalised those who enjoyed them. The consequence of this is that some individuals may not have been provided with opportunity to meet the criteria of high physical competence, effort and enthusiasm in sport that initially allow the profession to announce itself via the physical education teachers within the field.

4.5 Consequences of the personal situational and societal factors experienced that influence physical competence, enthusiasm and effort

There are two key consequences resulting from how each individual experienced the factors mentioned in the previous section. The most significant consequence of having high physical competence, effort and enthusiasm in sport is the relationship an individual can foster with their physical education teacher. The participants who were recognised by their physical education teachers has having high physical competence, effort and enthusiasm demonstrated the attributes that were valued in the physical education field. Having a matching habitus and shared experiences allowed positive relationships to build between the 'powers' (Smith and Karp, 1996) and the existing physical education teachers. By way of illustration, Harriet gave a detailed account of her own relationship with the Physical Education Department in her school and how it evolved over time as she matured. This is reflective of the early deciders who also described a very friendly teacher–student relationship.

> *So, what other people influenced your decision to enter teacher education? Was there anyone else?*
>
> I don't really know. I just really wanted to be doing what they were doing. I love the PE department as a whole, because the PE department is a great place… because there's so much banter and it's just great. They all really enjoy what they're doing, they're all having a laugh and they're all into sport, they're all mucking about, and I think the relationship I had with my teachers as well, like I really enjoyed being there. (Harriet)

The next quotation from the excerpt demonstrates the more relaxed nature of Harriet's relationship within the staff in the physical education department in the school.

> I'd walk into the PE department and we'd just have a water fight, because one of my teachers had a water bowl and he decided that it was a great idea that we would all have a

> water fight and get attacked by a permanent marker. You'd go into your English lesson and your hair's drenched and you've got pen all over your face because your PE teacher thought it was funny that we would all have a weird pen war. Like literally all the female PE teachers and all the male PE teachers would just be covered in like random stuff. Your English teacher would be like "what's on your face"...I loved the PE department. They're friends, because I think when you do it as an extra subject, they don't become kind of instructors and teachers anymore, because you spend so much time in the week with them, you just get along with them so well...(*Harriet)*

Harriet also noted how the relationship with her physical education teachers changed as she got older.

> …like you're getting older as well…you relate to them more…this is going to sound so unprofessional, but (name), he stayed back a year and he used to sit on Xbox with one of my teachers, because they'd go on like nights out because Bondi was like older... One of my PE teachers was in a band and I think the whole class went to one of his gigs, because we just got along with them as if they were mates and not teachers anymore in the end. (Harriet)

Furthermore, Harriet alluded to the fact that her relationship with her physical education teachers significantly helped her in gaining experiences to test her conception of occupational choice and subsequently enter a career in physical education teaching.

> I think that helped me a lot more, because I worked in the PE department as well, so it wasn't like okay [NAME], we need you to do this. Like it wasn't like a chore for them to ask me to do something. They'd ask me, it was like, oh can you do me a favour, can you do this, and like about this. It wasn't kind of like we need you to do blah, blah, blah, blah for a

> unit or something. It was more kind of like, I don't know, like a teaching role, but obviously, you all help out and chip in, so yeah. (Harriet)

Acceptance within the physical education department and profession was very important to Harriet. The boundaries between teachers and those students who were in the anticipatory phase became more blurred according to Harriet's recollections. During this influential period of time in her life, Harriet has transitioned from student to potential physical education teacher. She liked to feel needed by the physical education department staff and was a willing participant in supporting their everyday tasks. This acted as a 'rite of passage' and an additional layer of socialisation into the profession and she recalled the amount of time she spent with her physical education teachers. The additional time spent was a result of the extra opportunities given to her as a valued contributor/ team player within the physical education field.

As with Harriet, relationships between physical education teachers and other potential recruits were built during extra-curricular activities outside of the scheduled physical education sessions. Lortie (1975) and Dewar and Lawson (1984) noted the importance of the interpersonal theme in teaching and this is supported by Brown's (1999) work on intergenerational links. The quotation from Sammy supports this notion by illustrating the exclusivity of opportunities for the 'sporty kids' as well as the 'different relationship' that was established through these opportunities.

> I was in a lot of teams, I used to play netball, I used to play football, I used to do a lot of swimming, I think just representing the school, going out to fixtures and as you know, you have a different relationship with your PE teacher and it was nice, you used to go to these fixtures and that teacher really knew you really well, which was lovely. We went on a PE trip as well, we went to the South of France and I think that was probably my best experience at school, it was fantastic, we went canoeing down the Ardeche and it was

really lovely and it was offered first of all to the children who had represented the school at sport, so it was all the sporty children together, with the PE teachers, their favourite teachers and it was really lovely and I done that at the end of Year 11, so it was nice to finish GCSEs off with that experience, which was really good. (Sammy)

Sammy's experiences are mirrored throughout different generations of physical education teachers, and more recently pre-service teachers entering PETE. This supports the idea that 'sporty children' are given an exclusive experience over and above their peers who may not show the physical competence, effort or enthusiasm for the 'traditional curricula' valued by their teachers. Betty' highlights of her physical education experience included this.

What were the highlights of your school PE experience?

I'd say one of the highlights was we had a very good indoor hockey coach that was there and he got our team to national finals for the first time, the school had never got there before, in the under 16s, so that was really good, we were one of the only state schools there and it was a great experience for us, we'd never played indoor and then he came in and sort of, when I was, I think I was in Year 10, he first came in, he was actually married to one of the other PE staff there, so he was in there but he's a good hockey player himself and really improved the hockey there and so when we got to the under 16 finals, it was a really good experience for us. So yes, that was probably one of the highlights and then a few years on, because I think this domino effect, all the other sports to sort of get themselves going, so when I was in the under 18s, we got to the national finals in netball, so that was a really nice experience as well, and then I went on a sports tour with the school with under 16s again, so we went to Australia, New Zealand and Fiji, which was a particularly good highlight. (Betty)

It is clear that the relationship between Betty and her teacher was built upon common interests and the common goals of being successful, enthusiastic and demonstrating effort; all of which are valued within the physical education field. Emulating the acceptable and valued practices within the field provides a basis through which one can build a habitus that is favourable for physical education. Teachers not only act as a recruiter (Richards, Templin and Graber, 2014) but only do this for a select few who then use these experiences to test a more permissive warrant and gain further information regarding teaching physical education. Referring back to Harriet, her positive relationships meant that she had exclusive access to information and experience to facilitate her journey into the profession.

> My head of sixth form's a PE teacher. It was really weird because I obviously spoke to her, like she knew I wanted to be a PE teacher so she gave me the opportunity to do all the experience within teaching in the school and everything, kind of helped me, especially with my personal statement. She helped me through it so much because she was like, we're going to get you into a QTS course, it's going to be fine. (Harriet)

The relatedness between student and teacher provides an initiation into teaching physical education as a career choice. The shared experiences through the exclusive opportunities provided by the physical education teachers facilitates a deeper 'apprenticeship of observation' (Lortie, 1975), and opportunities to test the personal conception of occupation choice which is addressed later in this chapter.

Some of the recruits, despite having a good working relationship with their teachers, recognised the exclusivity of their own teachers' behaviour and how this contributed to the stringency of the subjective warrant and access to the profession. Others did not hold a meaningful relationship

with their physical education teacher for reasons such as personality clash and a mismatch of habitus when beliefs surrounding good teaching practice differed. Sammy highlighted the negative attitude of the 'older' physical education teachers towards less physically competent children. This 'apprenticeship of observation' motivated her to enter physical education to promote an inclusive environment. Her account suggests that even the body type of some of her friends marginalised them in physical education;

> So, a couple of my really close friends were very sporty but not like the whole group.
>
> *What makes you think kids are like that then? Why your friends didn't like PE very much?*
>
> I think they probably weren't the right build for PE, they didn't enjoy it and I think sometimes, especially a couple of the teachers at our school, if you weren't the right build and you weren't sporty, then I think sometimes they were like "Oh I'm not going to bother"
>
> *Just kind of wrote them off.*
>
> Yeah, we had a couple of older PE teachers at school and they really did do that unfortunately, which is such a shame, it is really mean and you think, I think that's what may be inspired me to want to teach and to take the children like that under my wing and say that sport can be fun for everyone, so I think that definitely influenced me wanting to be a teacher in some respects. (Sammy)

Sammy's negative observations within the physical education field motivated her to want to enter the profession and improve what she had witnessed (Stran and Curtner-Smith, 2009; Curtner-Smith, 2016). Holly, decades later experienced the same feelings towards her physical education teacher;

> If anything, it was the influence of my PE teacher because she was so terrible, that I wanted to go out there and change things and make things better. (Holly)

This demonstrates the point that although sometimes students fit the criteria set by the physical education teachers in the field, they don't always have a matching habitus, which can eliminate them from the initial 'selection'. Holly was one of these students. She loved sport and physical activity and took advantage of every opportunity given to her. However, she did not have a good relationship with her physical education teacher and relied on outside activities for her enjoyment in sport. Her occupational socialisation was through sport as opposed to through physical education. As a student in an independent school in an affluent area, Holly had not considered teaching physical education due to its perceived low social status. The organisational phase of coaching as well as blocked aspirations as a nutritionist contributed towards her pathway into the profession. The profession emerged as a potential career via feedback from the parents of the children she coached sailing to.

> well…I knew I was good at leading groups. I felt like I was good at sport, good at PE so automatically you sort veer towards a career in that, don't you? I didn't necessarily know I wanted to go into teaching but what helped me go into it was everyone used to say to me, like after my coaching, like, you are such a good coach, I'm not bigging myself up or anything, I'm just saying exactly what they said… people saying to me, it's the main thing I think people coming up to me and saying that you're really good at coaching and teaching, so you got to go into it. You should go into it. And that's the main thing that influenced me. (Holly)

Holly similarly witnessed how a meaningful relationship with the physical education teacher could influence recruitment. She observed the journey of another student who was supported by the teacher into entering the profession.

> *2 members of staff and were they both the same? Were they of the same generation? Or did you have one slightly older than the other?*

> So, we had one, who had been at the school since I was like little, and she has gone the whole way through, and then we had one teacher who came who was younger than her, and she was actually good. She was decent and we got on and got a good netball team and she pushed us at netball. She was a good teacher but then she left, which I would have left, if I was her in fact I wouldn't have even joined, I would never recommend working there at that school. Then we got…she (older PE teacher) got a pupil that she had actually taught herself during the school to do her PGCE year and her PGCE down the road, so this pupil is a mould of my PE teacher and works with her now at the school…(Holly)

Interestingly, Holly witnessed how a new physical education teacher within her school's department had differing ideas as to how physical education should be taught. This particular teacher's habitus and practice did not match the 'rules' of the physical education field in that school. This particular member of staff refused to adopt a pedagogy of necessity (Tinning,1988) and therefore she left the school. However, Holly felt a real affinity with her, and had she had more time with the physical education teacher who left, her story may have been different.

Socialisation into the profession without a habitus that matches the teacher that the student has the most contact with can make career entry problematic. As previously highlighted, there is a distinct lack of information outside of the physical education field. The subjective warrant is therefore stringent in the first instance. Information to pursue a career in the profession is not open to everyone and limited to students who have been hand-picked by the existing teachers. Opportunities are provided by the physical education teachers to the students who demonstrate the attributes that are valued within the field. The next section pays close attention to how the positive relationships and opportunities can not only influence one's pathway into the profession

but also have an impact on the developing beliefs of potential recruits through an 'apprenticeship of observation' (Lortie, 1975) as they 'test' their own personal conception of occupational choice.

4.6 The Permissive Warrant: Testing the personal conception of occupational choice

The collective traits that pre-service teachers measure themselves against are predominantly governed by the thoughts and feelings of the individual wanting to pursue a career in physical education. The traits mentioned are permissible in nature and subject to change to suit each individual's endowment (Lortie, 1975). Wanting to teach becomes the reason for doing so. The following themes had been previously identified (Lortie, 1975; Dewar and Lawson, 1984); the continuation theme (continued association with sport and school), the interpersonal theme, working with children, and providing a service to society. The semi-structured interviews compared the participants against the original traits to see if there were any significant differences in 21st century physical education.

The participants at all career stages overwhelmingly measured themselves against similar permissive qualities identified four decades ago. The traits that they felt were important were also personal traits when testing themselves against their personal conception of occupational choice (teaching physical education). These were; a love of working with children with a real emphasis on building good relationships, a continuation with sport and the school environment, a positive environment and positive re enforcement from others through successful intergenerational and interdependent relationships. This provided the participants with a measurable success criteria to validate an individuals' desire to enter the profession. During this process, the 'apprenticeship of observation' was evident; there was a distinct need to replicate the behaviours they felt were favourable to being a successful physical education teacher.

The continuation theme was still relevant. Following positive experiences in sport, pre-service teachers foster a real sense of belonging. The pre – service teachers often enjoy the practices within the field and their habitus will fit; whether this is within the school physical education department or in club environments outside of school. Doris is an early decider/ late committer in her first year of teaching in a secondary school;

> It was my PE teacher; it was my PE teacher from when I was at school really and just loving that environment. And, feeling comfortable within the school environment, I've always enjoyed the school environment and been interested in children and education before I took on the degree. (Doris)

Doris's quotation gives a good example of how she was accepted into an environment where her practises and habitus fit well within the field. Mia reflected on her love of sport being the primary motivation for teaching physical education during her interview. This was further supported by Doris; whose quotation illustrates her affinity with the school environment and a continuation within the school environment. She also notes the significance of the relationship with her physical education teacher and how this facilitated a feeling of acceptance in the environment during the anticipatory phase, which was discussed earlier in the chapter.

> I really enjoy seeing people have fun in sport, not seeing it as a chore, and I think physical education, it's so much better just getting people involved, and there's so much opportunity with it, especially like the sports day, it's the best day of the year at my school, and all the people that aren't there like I don't get, and we're like it's great, like all the PE teachers, all the sports students, like we all know each other because we're all sports students. We're all involved and it's just great like community and sense of being involved with something. (Doris)

Having a real sense of belonging in a community where an individual can foster feelings of acceptance and enjoyment. Harriet describes herself as somebody who did not excel but still enjoyed the experience in her physical education lessons. This would indicate that she put effort into her lessons, which would have been the value she would have used to allow her to be recognised and accepted by her physical education teachers.

> Yeah. I've never been the kid that's up there shining, great at every sport, but I've always really enjoyed and really got into my PE lessons. Like I hate seeing the kids that just sit out there and are like no, I don't want to do this. It bugs me and I'm just like why not?
>
> *Yeah come on, why don't you enjoy it? What can we do to make you enjoy it?*
>
> What don't you enjoy about this? I don't understand why you don't like this. I'm not that good at sport but I still really enjoy this. I think it was the aspect of like even a game of dodgeball, loved a game of dodgeball we did, especially when the teachers get involved as well and you're doing it against year nine boys and you've got three of your teachers as well, and you're all in teams and...(Harriet)

What is also highlighted in this excerpt is how Harriet could not understand why others in her class did not have the same feelings of enjoyment as her. Even though the climate she was in recognised effort, the activities chosen still followed a 'games based' traditional curriculum. Marginalisation is clearly evident in her account of her physical education experience. The fact that her physical education teachers also joined in appealed to her and helped to build that sense of unity and belonging. David illuminates the importance of the relationship with his physical education teacher.

> I just wanted to do something that I loved and something that had… when I was in school it was something that I loved. When I was out of school in my rough patch then it was

> something that had given me so much in school and I think everyone remembers their PE teacher. I wanted to be that person that made the difference to someone's day because they were looking forward to it, because they were good at it, because we had fun, because they learnt something. I wanted to be what (name), my PE teacher, was to me. (David)

David's recollection gives real insight into the strength and impact of the relationship that was built with his physical education teacher during the anticipatory phase. This relationship became a strong template in developing an individual conception of what one needs to be a physical education teacher. Relatability resonated strongly throughout the permissive warrant. This provided a basis through which one could ascertain what the measures are for successful teaching in physical education.

The second key theme was the interpersonal theme and working with children. Dewar and Lawson (1984) suggested that both the roles of a teacher of physical education and a coach involves extensive personal interaction with children. Lortie (1975) also used this idea to underpin the strong attraction individuals have to work with children. Sammy, an experienced teacher who had moved into a senior role within school recalled exactly this. Her sentiment resonated very closely with the other participants and illustrates clearly that wanting to work with children is still a strong drive for entering teacher education.

> Yeah, we did, we went out and taught in the local primary school, like small groups of us would be taken off each week to help with PE lessons, which was good, I think we had to get a certain amount of hours by ourselves, so I helped coach the local tennis club, which was good fun.
>
> *How did that role impact on your decision to enter teacher education?*

> I think it was working with the children, I really enjoyed working with the children, I enjoyed them learning new skills and being dependent on me to learn the new skills as well, I really liked that, so I think that had a big impact in going into teaching, definitely (Sammy).

However, what needs further investigation here is the connection between working with children being an attractor into the profession and how this can be used as a measure whilst pre-service teachers test their own conception of what is needed to teach. There is no doubt that all of the participants enjoyed working with children, however, currently there is very little research focused on what interpersonal measures are needed to interact well with children or how PSTs use these permissible measures to validate and justify why and how they have the potential and qualities needed for career entry into teaching physical education. Through the data analysis, the interpersonal theme can be viewed through a multi– dimensional perspective. The first is that interpersonal skills are perceived as the most significant trait in teaching. Without having good interpersonal skills, the participants believed that an individual would struggle to impart knowledge. Patience and sense of humour were noted as being central to building relationships and communicating effectively with children. Tim's quotation represents a very common thread amongst the participants when discussing what the most important trait in teaching is perceived to be.

> *What do you think is the most important trait in teaching? There's three to choose from, if you can put them in order, personal preference, interpersonal skills, intellectual?*
>
> The middle one.
>
> *Interpersonal skills – why's that?*
>
> Because if you can't interact with the kids and try and get your point across that you want them to do, then you've got no chance of having control of the class, being able to teach

> the class, you're just going to have a riot … you can wing the knowledge bit! You can learn a little bit and build on it, definitely. (Tim)

The NQTs also fostered similar views regarding what is perceived as important for teaching. Being a good teacher starts with good interpersonal skills. Nora, an NQT, gives further insight into why it is so important to them.

> interpersonal skills definitely. Because you…like I said before you can be intellectual, you can know about rocket science, and know your subject inside and out, but trying to get it across to someone else and to get them interested and get them to retain the knowledge and learn is a whole other ball game. So, you know, there are so many intellectual people that can't teach, because the kids just switch off because they are boring and they can't manage a classroom, they can't engage the kids, and personal preference, well you know we all like the holidays! (laughs!) and we all like kids, but it doesn't mean you can teach them! And patience, I mean you got to be firm but fair. I love the kids here, but some of them will come and hug me, but then you know… (Nora)

Although Nora highlighted that an individual's ability to communicate their knowledge effectively is essential to the profession, Michael, also an NQT, highlighted that it was necessary to want to communicate and impart knowledge. Michael reflected on what influenced his decision to enter teacher education. The participants, including Michael, entered teaching to provide a service to society, as defined by Lortie (1975) and later, Lawson (1984). Sharing their enthusiasm and inspire others was a key motivator.

> *So, that was your main…where you did that. Did that role impact on your decision to enter teacher education?*

> Yes. Definitely…I think it was the enthusiasm to impart knowledge and get other kids excited about it. The ability to transfer information across, but I think for me it was really the wanting to share, the wanting to inspire, and wanting to…I think that's true today. (Michael)

The participants aligned relatability to students with successful teaching. Sammy illuminated this in her interview when talking about the difference between teaching and coaching. The key factor was the depth of the relationship with the children she taught in a school context.

> Because a teacher sees a child all the time, not just necessarily in their subject whereas a coach, you might have some people turn out for a club one week but not the next week, so you don't always have those relationships that a teacher would have with them. Not saying that a teacher is better qualified or better at delivering what they do but I think it's really important, the relationships you build with the children. (Sammy)

When the participants referred to some of their other teachers when reflecting on their own school experiences, they did not always relate very well to them. Not having relatable teachers meant that the subject being taught was often boring and the participants described feelings of disengagement. Interestingly, some of the participants recognised that they didn't fully understand why some students in their class were not engaged in physical education until they became teachers themselves. Relatability was key in building good relationships with children, and in turn communication through strong intergenerational links (Brown, 1999) allowed easier transference of knowledge. The participants also recognised the importance of having authority and professional distance through mutual respect to facilitate a secure learning environment. Grace's quotation illustrates this.

> I have always wanted to be a teacher, that's stemmed from my PE teacher and how she was, so it's all about relationships I think, building a relationship in that school with pupils to know that you care, because the teachers that don't care, or you think don't care, you are not going to learn I have found so if a teacher was being a bit of a snotty nose at school, with me, I didn't want to engage in that lesson, I would still do the work and stuff, but I wasn't completely you know, I didn't want to achieve in that lesson. They wouldn't have respect for me, so I didn't have that respect in that sort of lesson. Everyone… I'm trying to be honest, as honest as I can. I wouldn't normally exploit all this information. (Grace)

Grace was a PST at the time of interview and described as an early decider/ early committer. Her comments highlighted the value she attached to engaging students in lessons. Jenna, an NQT, also mentioned the importance of professional distance and creating boundaries. These not only serve within physical education, but also within life itself. Jenna also highlighted the importance of relationships between the students and the teacher.

> And you've got to have a good relationship with the children in terms of they know what they can do and what they can't do so they understand boundaries and rules and that's how they learn for later life as well as now. (Jenna)

During the permissible warrant, participants measured themselves against factors such as sense of humour and patience and their ability to 'get along' with the children they interact with. The strength of this relationship became the success criteria for becoming a PST candidate. Abbey described this and gave examples of how her positive personality traits acted as a vehicle through which children could engage with her and become motivated participants in her sessions.

> And maybe having a sense of humour. I think, making light of everything. So rather than them coming…ah miss I got a note…ah sweet ok. Awesome! You can take part in some way but you're not sitting down…Try and get a positive out of it. I am a very positive person, so I like imparting that on people. Instead of them being like oh, this is so boring! Well, how can we make it fun then? You tell me! Rather than going Oh, OK…tough you have to do it anyway...I guess I like being influential and giving people the opportunity to think about stuff…And be a guider…they come up with all sorts of stuff and I love the whole question and answer thing. If you ask someone a question. And they are like, oh I never thought about that. I guess because I'm like that as a person, so I will ask questions, and I like being asked questions to start my thinking process. And that's what helps me learn? So yeah, I do that. (Abbey)

Jeanne, an ET, also reflected on similar issues. The quotation below illustrates how putting personality into her teaching meant her student could relate to her. The permissiveness of the subjective warrant was dependent on the level of 'bonding' one had with the children they taught. Jeanne's success in teaching was measured against successful relationships with her students.

> I am one of these who really tries and puts personality into my teaching, because I think then they relate to you really well. Like a lot of that group that I've just had, some of them you can have... They're at year eight, they're sort of 12 and 13 years old but the banter you can have with them is brilliant, and it's all positive banter. It's not, "you're rubbish at this," and they'll go... It's not that kind of, but the kind of relationship then... I'm good at that and then get them on board and hopefully then driving them forward. I try. (Jeanne)

Participants drew from their own experiences of what engaged them in physical education personally. Creating a fun environment where children outwardly expressed their enjoyment and

enthusiasm also became a measure for success. There is little recognition for how much subject knowledge a teacher has, however, more attention was given to their ability to deliver what they do know effectively. David, like the other participants, referred to his personality traits. He described himself as nice, enthusiastic, motivating and fun. His quotation illustrates his belief that having fun in a lesson equates to learning; although interestingly, his idea of fun is based on his perception of fun rather than what the students in his class needed. He fostered a more kinaesthetic learning style that might not necessarily work for all the children in his class.

> *What other qualities do you have that would make you a good teacher?*
>
> I think I'm just a nice person. I don't think I'm horrible, I don't think I'm strict, I think I just would generally be a very enthusiastic person that wants to motivate people to get fit and have fun, really…If they can have fun without knowing that they're learning, I think it puts a different spin on things. (David)

David's personal feelings towards his own experiences in school influenced his beliefs towards teaching.

> When you walk in and you've got a whiteboard covered in loads of writing when you walk into Maths or English and you think, oh god this is going to be long. You're automatically put off by the lesson if you're not particularly enthused by it. Whereas if you can have fun without really realising that you're learning something, I think then you've cracked it. (David)

Enthusiasm is mentioned numerous times within David's excerpt from different perspectives. Firstly, from his own perspective as a motivator within the lesson to create a positive learning environment. Secondly, he describes his view of what children must feel and need, based on his

own experiences in school. Evidently, the teaching styles in Maths and English did not particularly enthuse him. He uses this as an example of what not to do.

An additional measure is the ability to create a positive environment. All of the participants recognised that a positive environment was key in facilitating learning and that they were central to creating this. Moreover, many of the participants had experienced a positive environment in physical education themselves. Not only does the continuation theme Lortie (1975) and Lawson (1984) include a continuation with sport, but also with the environment itself. Those with a matching habitus that adopt the practices within the field and foster feelings of belonging and acceptance expressed that they saw teaching as a way to maintain this feeling of acceptance and belonging. Katy illustrates this.

> *So, what was your deciding factor then to choose PE over, say for example, being a police officer?*
>
> Everything, the motivation for teaching children, to work with children, I think the lifestyle generally, you know going to take the fixtures in the afternoon because that's what we all want to do. And working in a school really where the environment is usually positive because that's what everyone needs the children to achieve. And the police are not really a positive place to work really. (Katy)

Doris, an early decider / late committer also suggests this. As a late committer, her experiences in business did not give her the same feelings of acceptance and belonging as the physical education environment did. Doris highlighted that these innate feelings became far more important as she matured. Doing something she loves in an environment where value is not placed on monetary gain but on the successful relationships she has with the children she worked with gave her far

more fulfilment. Furthermore, feelings of acceptance and belonging that she experienced at school motivated her to recreate this in her own teaching as a teacher.

> It was my PE teacher; it was my PE teacher from when I was at school really and just loving that environment. And, feeling comfortable within the school environment, I've always enjoyed the school environment and been interested in children and education before I took on the degree. (Doris)

A key factor in the permissive warrant is how success is measured when testing an individual's subjective conception of what is needed to enter the profession. The participants all discussed how great it feels to watch someone they are working with succeed and build in confidence. The excerpt from Harriet, an early decider/ early committer reflected on this. A notable factor is the significance of instantaneous feedback from children, parents and other teachers. This not only contributed to feelings of acceptance and wellbeing, but also provided confirmation that they could build good relationships and have a positive influence in the physical education environment.

> You have to be a motivator. You have to be able to motivate people. And I think it shows in my teaching, because if I do a circuit with someone, like I had to do a lesson in one of my units and be observed on it, I done a fitness circuit because I'd seen one taught, I really enjoyed how it was set out, the kids really enjoyed it, so I was like okay, I like the look of that, like I can do that, and they loved it. Like they had such a great time doing it and they thanked me afterwards. They were like, we had such a great time and it made me feel so good. (Harriet)

PSTs used their own apprenticeship of observation and lived experiences to build their perceptions of what personal traits are needed to become a successful physical education teacher. This

includes personal traits that can be used to provide interrelatedness with the children they teach, engagement in sporting activities, and success in a mastery climate. The measures for success include how popular they are with the children they engage with as well as an instant feedback loop from the children being taught. Feelings of acceptance within the role of a teacher are instilled through positive verbal feedback from children, parents and other professionals in the sporting field. Feelings of satisfaction through seeing children enjoying their sessions and making progress also fulfil their own success criteria when testing their personal conception of occupational choice.

4.7 The Stringent Warrant: Ease of Entry into Physical Education Teacher Education

The stringency of the subjective warrant returns just before applying to enter PETE. Based on the permissiveness of the subjective warrant in the previous section, external factors influencing career entry such as academic qualifications, practical experience and QTS skills tests can lead to a discrepancy between the subjective perceptions of what is required in comparison with the actual stringent requirements. Recruit's beliefs have often acted as filters as their want to teach and defining their own selection criteria in the permissive phase impacts on what information they choose to pay attention to. This led to reality shock for many potential recruits and in some cases, has been responsible for a delay in entering the profession if the requirements have not been met. Some early deciders have become late committers as a consequence of this. Nora alluded to how her subjective beliefs surrounding ease of entry into physical education filtered the information given to her about teaching and entering the profession.

> …Like they could tell me the goods and the bads and what the expectation is, but with regards to careers we didn't really have a lot of sort of specifics…it is a lot harder than it looks, obviously, the background stuff is not what you see as a pupil, there is a lot of stuff

> behind it, I still didn't realise how much there was until you actually start doing it yourself. Yeah, so I think there is a very naïve view of what teachers do and how much they do (Nora)

This confirmed that for many, although they may have tested themselves against the personal traits as discussed in the previous section, little attention was given to the requirements for entering teacher education. The participants demonstrated limited consideration for the importance of intellect and the academic requirements for teaching physical education. Historically, a career in physical education teaching has always had ease of entry (Lortie, 1975; Dewar and Lawson, 1984; Collier, 2006) Physical education PSTs generally have very average records of academic achievement and may enter teaching because they cannot gain entry into fields with more stringent entry requirements (Schempp and Graber, 1992). This was observed in the interviews whereby teaching was chosen over careers in physiotherapy and nutrition. These options were perceived as requiring high academic achievement. However, there was a distinct lack of regard for the actual requirements for entry into physical education. Betty reflected on her experience of deciding what career path she wanted to take. As Lortie (1975) suggested, the stringency of the subjective warrant for entering physiotherapy due to the grade requirements eliminated this as an option for her.

> *Did you consider any other profession?*
>
> I briefly fleeted with the idea of physio and then decided I probably wasn't intelligent enough! …I didn't apply for anything physio wise, it probably crossed my mind when I was looking at universities to apply for. But then I looked at what I was taking for my A Levels and because I wasn't taking any, I did take Biology but I dropped that at AS so because I wasn't taking any science subjects, it wasn't going to be a route for me anyway. (Betty)

Intellectual ability was not perceived as an important trait in teaching. The participants recognised it as something that was necessary, but not as important as interpersonal skills or personal preference. Sammy noted that conversations with his careers advisor, who had previously taught physical education, recalled;

> he was an ex PE teacher, so that was quite handy and he was really honest with me, he said "It's not all just about going out and playing sport, there is a lot of paperwork and there's a lot of extra hours you put in", so I remember meeting him.' (Sammy)

Katy also gained her information for entering the profession from her physical education teacher. Although her teacher had outlined the need for good grades to enter PETE and the amount of additional work that is involved in physical education teaching, she still didn't fully appreciate this until she entered the profession herself.

> A lot of it I just spoke to my teachers about because they are there first hand experiencing it all. Like they could tell me the goods and the bad and what the expectation is, but with regards to careers we didn't really have a lot of sort of specifics.
>
> *…what information did they give you?*
>
> that it is a lot harder than it looks, obviously, the background stuff is not what you see as a pupil, there is a lot of stuff behind it, I still didn't realise how there was until you actually start doing it yourself. Yeah, so I think there is a very naïve view of what teachers do and how much they do. (Katy)

Sammy also described how he had witnessed reality shock in others when they realise that teaching physical education is not necessarily what they perceived it to be based on their apprenticeship of observation (Lortie, 1975) during the anticipatory phase.

> That's really good because a lot of people don't, they go in thinking they're just going to go out and play on the field all day and it's going to be great and then you get a bit of a shock when it's … (Sammy)

This subsequently also influences their perception of entering the profession. Their beliefs filtered the information given, therefore PSTs believed that it will be easy to enter the profession providing that they have been a) accepted into the field through good relationships with teachers and coaches and b) have passed their own conception of personal choice through satisfactory verbal, physical and emotional responses from those around them with messages that reinforce their want to enter the profession.

In contrast, the academic requirements needed to enter the profession in 21st century have been under estimated by the participants of this study. The responses from ETs who entered PETE 5+years ago supported the notion that physical education was an easy option for them. The grades that were required by universities to enter were not set and lower grades were also accepted dependent on the demand for course places and the places available. During the period when ETs were entering PETE, the cohorts were large therefore places on the courses were easily available. Leanne, a teacher who entered PETE over 20 years ago compared her experiences to that of PSTs now, highlighting how much easier it was when she applied.

> I think I was very apprehensive with my application, just because I've never done anything like that before. I think I was quite lucky at the time because when we were going on the course, there were lots of spaces, I think if I was applying now, I'd be a lot more apprehensive and nervous because the spaces are so much, they're so few and far between. But no, I just think it was general nerves about the fact it was something so new, but I didn't have any concerns about my application, no. (Leanne)

James's quotation also illustrates ease of entry. Even though he did not get the necessary grades, he was still accepted onto the course.

> I said this in the office actually yesterday I don't know what job I would have done if university didn't accept me, because I didn't get the grades, I was one grade down, I needed B and two CC's, and I got B, C, D.(James)

However, this has not been the case for more recent PSTs, who explicitly noted the challenges for entering the profession. Interestingly, this was not their expectation. External situational changes within the subjective warrant have meant that there is more competition for places. Jenna who is in her first year of teaching reflected on why, even though she knew she wanted to teach physical education, didn't enter via the QTS route.

> *How come you didn't do QTS?*
>
> That's a sore subject.
>
> *Oh.*
>
> No, it's because I didn't get a B in PE, I got a C (Jenna)

Jenna gives an account of the stringent interview process and recalls the amount places that were available and the number of applicants applying for them. This in itself acted as a barrier to entering the profession and pursuing an alternative. The competition for places is relevant to the stringency of the subjective warrant and the perceptions of ease of entry.

> Interviewed at (name) as well but theirs is a three year QTS, ridiculous but they take 17 and they had 600 and something applicants. (Jenna)

This is a very different experience to James who entered PETE sixteen years previously when it was comparatively easy to still gain a place on the QTS course. For Jenna, due to the limited number of places and stringency of entry grades, she could not. Jenna continued to discuss this further, and recalled how much harder entering PGCE had become. This supports the notion that both the QTS route and the PGCE route has become far more challenging for those who want to enter.

> *…so what was the difference…what's your perception of what's happened that actually made the 2:1 so important over the course's predecessor.*
>
> There's loads more people that want to be a PE teacher now. Fair enough, they can be alright to be picky, like if they want someone that's intellectual, then all they've got to do is say 2:1 and they know they've got some kind of brain at least. Fair enough, you have loads of people that apply for them, you know a certain amount of places, it's just one way of cutting them off. I don't think it's the right way maybe, but it's 50/50 either way, it's an easier way of doing it. (Jenna)

Jenna was not the only student who looked at other career options in sport and physical activity due to the stringency of entry in recent years. The quotation from John, a PST, illuminates this.

> I did consider it when I was at school, secondary I considered it. Touching on GCSE I really wanted to do it then I got a really…I got a C at GCSE when I was predicted an A. I still took it on at A level. And bumped it back up. I got a B but, it was enough to get…I just can't do exams very well to be honest. But never mind! So, I will put it to bed for a bit. Try other avenues, and it only came about when I started PTing. PT I was never going to do as a career. It was more of a short-term thing. A stop gap as such. A paid stop gap. (John)

John did not give up on his dream to become a physical education teacher. It just took longer for him to achieve it. It was evident in his interview that he had passed the stringency of the

subjective warrant set by his physical education teacher. He had opportunity to test his conception of the requirements of occupational choice but unfortunately did not meet the stringency of the academic requirements for PETE entry. He was therefore considered to be an early decider/ late committer. Abbey also eliminated herself from other professions because her "life has been centred around sport and health, and that's what I am personally interested in as well and I did consider doing public health and dietician work, but I am not scientifically minded enough to be able to do that." Daniel also experienced the challenge. He also had to resit A levels, and even after completing his undergraduate course did not feel ready to apply due to a lack of experience of working in schools. Historically, it was enough to have coaching experience, however, for PGCE in particular, the students entering PETE via this route are also entering not only with a 1st degree but also teaching experience in schools as a teaching assistant or physical education technician. Experiences in the organisational phase are perceived as being of high value for entering PETE.

> …reapplied for (PE courses) and I was re-sitting my PE and my biology A levels and the idea was being made more familiar to me. So, I applied for the QTS and got an interview and id also applied for the sport and PE because at that point i, I didn't really understand that there was a difference but It said this was a route to teaching, on the side, I don't really think on the main gumpf, it just said on the side, this is a route to teaching, so I did it and they, I got an unconditional offer. And I went, alright? I've got an unconditional offer, see ya later. And just kind of went. And did it. (Daniel)

Daniel openly admitted that he had not worked hard enough at his A levels. Once he received an unconditional offer for BA Sport and Physical Education, he decided to pursue his ambition via this route after being rejected for the QTS course. However, entering PETE after completing his undergraduate degree was still perceived as a challenge. He still had doubts regarding his academic ability and experience and delayed applying.

> ...I wasn't ready to apply for the PGCE last year, I wasn't ready to be rejected. Coz I knew I didn't have enough experience, I knew I didn't have the qualifications, I didn't know what degree id get, all of those sort of things… (Daniel)

Having enough practical experience was important for Daniel to ensure entry into PETE. So much so that he delayed his application to get the required experience. The experience required to enter comprises of working with young people, working in sport and physical activity or working in schools.

Practical experiences were valued highly by both PETE courses and potential recruits. Referring back to the interpersonal theme embedded within the permissive warrant, David, a PST who entered PETE via the four year QTS course identified his academic ability as a concern when he applied for the course. He valued his practical experience far more highly and his beliefs surrounding ease of entry through having high levels of practical teaching and coaching experience led him to believe that this was the reason he was able to gain a place on the course. He did not follow the traditional route following a non-completion of A levels. He studied an access course designed for mature students to enter degree study.

> *If you had any concerns with your application when you applied, what were they?*
>
> Just that I wasn't good enough to get in…Just academic. I always think that if someone read my CV or they read my list of qualifications, they would get a very different opinion than if they actually met me. I think what is written on paper about me doesn't necessarily sell myself but I think meeting me, I hope, does. I think you would look and go, he hasn't got particularly very good AS levels and he hasn't got particularly good this, that and the other, but I think if you meet me… which I think is why I did well at my interview because I came across as different to what was necessarily written down. (David)

Furthermore, David rated his personal teaching and coaching experiences as more important than his academic qualifications.

> *Do you think your grades had a significant impact on your progression into your chosen career?*
>
> I think they gave me some fundamentals. I think they gave me the basics to work upon. I think it's more my history of my last seven years has got me to where I am now in terms of my experience. I don't necessarily think that my grades are particularly very good because I was a little shit at school in subjects I didn't particularly want to be in. So they didn't necessarily sell themselves but I think it's my experience really with coaching that made the difference, I hope. (David)

This sentiment was reiterated by participants. They understood that they needed to meet the criteria academically, however, more importantly, they need to demonstrate experience in working with young people in a sporting environment. Historically, coaching badges were held in high regard and a perceived necessity of when applying for PETE. The high cost of the courses acted as a barrier for those who wished to enter the profession. Hannah also had concerns over her practical experiences. Her recollections illuminate the significance of the traditional curricula as possibly adding to the stringency of the subjective warrant for teaching physical education. As an individual who did not have a strength in games, she believed that she would be disadvantaged.

> *Did you have any concerns with your application when you applied for university, and if so what were they?*
>
> I think it was that I wasn't games based and games was my weakest, and upper school hadn't helped me with that. But then I kind of thought that my strength was the fact that I wasn't the norm, I was individual, which was exactly what the government was looking for

> at the time, they weren't looking for all these games players, they were looking for alternative sports. Which is what I kind of bought into with the Labour Government, and Conservatives are now trying to bring back round. (Hannah)

The stringency of the qualifications, limited places on courses and having enough experiences needed to enter PETE was not the only issue. Doris discussed one of the biggest challenges held with taking QTS skills tests in Maths and English. Recent challenges included an increase in the pass mark and a limit to two attempts. Additionally, the tests also needed to be taken before entering PETE. Doris discussed her experiences and beliefs surrounding the tests.

> I found (it) very difficult, not the English at all, but the maths, and I passed both first time, but I found it difficult…I had to really work hard at that… I had some pretty senior jobs, I was responsible for profit and loss accounts and financial budgets and all sorts of things, and I did really, really well at that, and you had to sit down and have mental maths…I found it very stressful and I think something that I could have done without…again, it was like, how does this really apply to being a PE teacher, but anyway that's another story for another day. (Doris)

Doris also noted how one PST in her cohort failed the tests and subsequently was not awarded Qualified Teacher Status. Both Doris as a PST and myself as an ET had found the tests a real challenge. Doris also questioned its relevance to teaching and teaching physical education specifically. QTS skills tests posed a challenge for QTS students also. Harriet, a PST QTS reflected on her experience of the tests.

> …then I got offered a place here and I was over the moon. I was just like oh my god, and then it was QTS and I was like I haven't done maths in four years…nobody knows anything about these exams. Nobody knows how to teach them. Nobody knows what's in them.

> They’re horrible. They’re such tricky questions as well…I passed it first time and I was like, I was in shock. I came out thinking I’d failed, because I’d run out of time and I didn’t finish the last question, and I guessed one, and I was just like…I hadn’t passed a single one; like in practicing. So, I came out literally as if I’d just been told like a relative had died or something…I was like… I was nearly in tears; I was so excited. (Harriet)

Harriet also referred to one of the mature students in her cohort. Her perception of the generation gap and that knowledge that is not needed or used regularly is forgotten is instrumental here in relation to the relevance of the tests. Maths had not been used or needed for a prolonged period of time to teach and coach, therefore it was not perceived as relevant or important. The relief Harriet felt when she passed her tests is evident. This demonstrates how much of a barrier the QTS tests were perceived to be in the final stringent phase of the subjective warrant. Interestingly, when interviewing a mature student, Teri, his perspective was very different. The tests were just something that needed to be completed.

> I saw the Year 3s, some of them were moaning about it the other day, “I forgot to do this QTS thing”, what? It’s not that hard! And if it is that hard, really you shouldn't be teaching. It’s just practice, it’s just going through and even with the stuff online, I don't think that quite prepares you for how quick the maths bit goes on and it was like, right, all I remember is that I weren’t listening and they’re still talking the second time through and was like, “Okay” and it had gone onto the next one and it’s like “I’ve got to now listen to the second one” and so I don't think I answered the first three, but I must have then, once I started to concentrate and stuff, was fine but I think it was just maybe the first one was like, “oh my God”. But some of them “oh I can’t do it, I haven't done it”, it’s like why are you here if you haven't done it? But is that an older person’s view of it… (Teri)

Teri recognised the importance of a minimum all round academic standard. However, what he did have in common with Harriet was that he still found the tests a challenge. Historically, the tests had to be taken before graduating, hence why the 'year 3's' had the option to delay. For Harriet and Alex, the course requirements changed so that students had to take them *before* entering PETE and were not offered a place until this had been completed. The perceived difficulty of the tests, the less than positive attitudes and the 'just need to get it done' attitude towards the tests by students gives indication towards how stringent PETE entry has become. Grades in further education as well as achieving QTS skills test passes have made entering the profession more stringent.

4.8 Outcomes of the Subjective Warrant: Examining the Factors Influencing Future Pedagogical Practice

Potential recruits' thoughts, feelings and perceptions towards the most effective way of teaching are formed long before entering PETE (Dewar and Lawson, 1984). The beliefs are influenced by the personal, situational and societal factors and act as 'filters' during the professional phase and essentially impact on how one teaches once they have entered the profession (Borko and Putnam, 1996). Richards, Templin and Graber (2014) described teachers as sitting on a teacher/ coach continuum. As discussed in the literature review, this terminology is problematic. By defining an individual's pedagogical behaviours by their role insinuates that a 'coach' cannot be innovative and a 'teacher' should not be custodial. This section examines the external experiences that contribute to positioning them on a pedagogical continuum between a 'custodial recycler' broadly informed by behaviourism or a 'constructivist innovator', underpinned by physical literacy as a concept using constructivism to develop new knowledge.

The participants recognised by their own physical education teachers as having the personal qualities needed to be teachers themselves are given opportunities to test their personal conception of teaching physical education; as mentioned earlier. Most experiences for the participants started with playing in school teams. Playing to win can also draw a more custodial orientation because the potential recruits are experiencing more of a mastery climate. This pedagogical approach puts physical competence first and the other domains such as affective, cognitive and social are a secondary by product rather than a focus. David pin points the importance of his teacher in getting involved in extra-curricular sporting activities;

> and that's when I started getting involved in more sport as well so, I got a lot with the sport teacher, the PE teacher, so, yeah that's when I started getting more opportunities myself, yeah, new people. (David)

Having positive sporting experiences has a two-pronged bonus for the students involved; firstly, the additional time with the teachers outside of the standard physical education lesson promotes relationship building beyond the teacher/ student boundaries through common interests, experiences and personality traits, and secondly, these further opportunities can also encompass opportunities in leading activities within the sporting environment. This can include team captaincy, supporting younger teams and involvement in teaching physical education lessons. The first of these to be addressed is team captaincy and taking additional responsibility and leadership. Abbey highlights how the physical education teacher influenced the opportunities given in relation to being given additional responsibility and how that encouraged and motivated her generally.

> My PE teachers…They were a massive positive motivation through school. They were the ones that essentially….it wasn't like I wasn't going to go to school or become a school refuser, but it made everything so much better the fact that aah this lunch time I have got this practice, or after school I've got this, or it would be a goal to work towards. Oh I've got

> to get through maths in fifth then I can go straight to training and the changing rooms. When you think back on it, that was my motivation to get through a school day. I was first changed, you know, when you are given that responsibility as well, to kind of do different things in lesson, it gives you the encouragement that you are worth something and yeah, and being given captaincy roles, and things like that, it was just a massive motivation. The way they were with me, I kind of want to give that to other people and even those who aren't interested in PE to give them something to work towards, to make them feel a little bit more wanted because I mean from working in my job before I came here I was a learning support assistant for autistic children in a main stream school (Abbey)

Abbey's quotation also highlights the service theme recognised as one of the key reasons to teach by Lortie (1975) and later Dewar and Lawson (1984) who also recognised that service to others, particularly in females was significant. School Sports Partnerships played a strong role within the UK setting in providing opportunities for children to get involved with sport during early to mid-2000s. Schemes such as Junior Sports Leader Awards, Community Sports Leaders Awards and Junior School Sport Coordinators were designed to widen participation in schools generally. Children that passed the first stringent subjective warrant were often selected to be given the training and try out their new skills supporting teachers and coaches in sporting activities. Early deciders that were in education around this time recalled the impact of this. Daniel highlighted its significance;

> Coached them for 2 or 3 years and then through school I was a junior SSCO so I did a lot of basketball coaching for the primary schools and just in the sixth form I coached the younger basketball, the younger football, the younger rounder's, the younger… anything they needed a hand with I'd step in. (Daniel)

Betty, a late decider also illustrates the impact of the school sports Partnerships. This allowed her to test her personal conception of working with children in sport. The fact that she enjoyed it became the reason for doing it.

> …I was doing a few SSCo sort of things, going into some middle schools and things and just helping out doing some little fitness programmes, like in the morning, but that gave me a bit more of a taster of teaching as well and I think that's when I thought, "Yeah, I do enjoy doing this so why not give it a go? (Betty)

This introduction to the organisational phase not only provides an arena for potential recruits to test themselves, but also introduces them to the custodial orientations that are common. They can reinforce the traditional beliefs held from the apprenticeship of observation. Katy's quotation highlighted the important role the teacher had in facilitating opportunity for students to extend their involvement in sport;

> *So, it's just mainly you did your football coaching and you also did, you did sports leadership as well didn't you? So, you did CSLA.*
>
> Yeah, yeah I've done. I…did a bit of tennis and a bit of table tennis, I did a qualification in that at school. Yeah, that's about it really.
>
> *Yeah, so did those roles actually have an impact on you making a decision to enter teacher education?*
>
> I guess so, yeah, because it taught me what it was a bit about, like taking charge of people. If I hadn't of had the opportunity to take charge of children or others, sorry, then I might not have enjoyed it, because I might have got later on and thought, oh no that's not for me, whereas at the time I went oh yeah this is for me and I want to carry on and do this as a career sort of thing. So, yeah, I would say it would definitely yeah. (Katy)

PSTs like Betty, Daniel and Abbey, through their high competence and high effort gained success and encouragement in physical education and sport. The participants also highly valued the opinions of others. Some who didn't necessarily gain the positive reinforcement in PE often drew this from other sources; for example, coaching environments where they would gain recognition for their hard work through performance or coaching. This was from parents and coaches. Holly, who did not have a strong relationship with her PE teacher identified with this.

> I knew I was good at leading groups. I felt like I was good at sport, good at PE so automatically you sort veer towards a career in that don't you? I didn't necessarily know I wanted to go into teaching but what helped me go into it was everyone used to say to me, like after my coaching, like, you are such a good coach, I'm not bigging myself up or anything, I'm just saying exactly what they said…
>
> *Absolutely, so basically you are saying that it is down to your PE teacher being so pants that you have decided that you want to go and make things better…*
>
> yeah…and I saw amazing coaches as well when I went outside of school, and I thought yeah they are really good, I want to be like that…and when you go to other school and you see other school teachers you're like I wish my teacher was like that…(Holly)

What was common in both environments is that the participants would often witness a more custodial orientation in a mastery driven climate due to the fact that the sessions in both instances would often be run by coaches. Even though participants that entered the profession before the establishment of the School Sports Partnerships, they still had very similar experiences; Notably through coaching younger sports teams and supporting the PE department as well as coaching in clubs outside of schools.

The perceived requirements for entering PETE included needing ‘coaching badges’. Coaching experiences in sports clubs inevitably made up a lot of time for pre-service teachers to test their conception of occupational choice. As discussed in the introduction to this study, physical education needs to focus on the development of the child through sport, whereas the club environment will draw more attention to the development of the sport activity itself (Capel and Whitehead, 2013), thus reinforcing a more custodial orientation.

Hannah gives insight into what was stipulated as an entry requirement.

> *So, it’s what you’ve been studying and what you've been doing. Did you have any concerns at all about your application?*
>
> Yes, I didn’t think I had enough coaching qualifications and that was some of my, when I got accepted, that I had to make sure that I did do some of those afterwards but once I …
>
> *Was that a stipulation, where did that come from?*
>
> A stipulation from the university, they said, “For us to accept you onto the course, you have to have this coaching qualification”, I can’t remember what they asked for, I think it was hockey Level 1 because when we were learning about what we needed to do to get onto the PGCE, you had to show you had a breadth, not just in games, you could do other types of things, so I was at that point already, going onto the trampolining coaching awards so that you’ve got that gymnastics box ticked as well. I don’t have any swimming qualifications so I was a bit worried about not having anything like that but not every school has swimming pools anyway (Hannah)

Doris also voiced this as a concern. Her recollection of what concerned her was also subject knowledge matter in varying sports. This is conducive to Kirk (2010) who believes that teachers teach low level sports, and therefore little progression is made year on year within the current curriculum design in the UK.

> …also I didn't have, because I didn't have any coaching qualifications, I had to go out and get those, and it was at certain points in my, in that year in between I did sort of question my own and on my PGCE about my own knowledge of certain sports, things like rugby, football, table tennis, gymnastics, dance, because I've realised that actually you don't need to have the knowledge to teach at an elite level… (Doris)

The need for coaching badges not only reinforced the mastery climate needed for sport, but also complemented the need for Greens (2002) 'traditional curricula' that positioned sport as central to physical education and justified the use of a more custodial orientation. Within the traditional curricula a traditional pedagogical approach is witnessed and a custodial orientation is dominant. The intergenerational and interdependent links ensure its survival through recycling old ideas that are perceived to be effective.

Tori described what he observed in school. What is important here is that he recognised that his experience as a 'sporty kid' was very different to those who could be considered as the 'others' (Smith and Karp, 1996). A more custodial approach to teaching through a 'traditional curricula' was evident and key in marginalising those who didn't have high physical capital in traditional activities.

> Played a lot of games... My PE teacher, well, he was pretty horrible but he was all right to us because I played for the school so he liked me, so I got away with more than most. But he was, you just played, I never did dance, never did gym, they were what the girls did so we went out and played football and rugby, possibly hockey, we never had any … it was never mixed classes, it was always boys were outside and girls were … I think we did one, I remember doing one trampolining lesson in four years, mainly because the girls were moaning that why were the boys getting out and doing stuff, so they swapped around for a

> week and we did trampolining, but that was about it…So I certainly didn't think I did that much in PE, in fact I probably did more Year 8 and Year 9, as soon as you went to GCSE, it seemed like we didn't do anything rather than football and rugby, I don't even remember playing hockey in Year 10, I remember doing that before, I can remember doing tennis in the sports hall … once! I think maybe the weather was really bad that day, must have been really bad because any other time, we never stayed in other than that so …(Tori)

Tori also recalled the lack of variety of activities offered in school; not just from his own schooling but also his experiences during teaching placement whilst completing PETE. His recollection of his experiences demonstrate that variety equates to a variety of games based activities as opposed to a variety of different types of activity. Furthermore, Daniel illustrated the general attitude of the more custodial orientated participants that were not only 'set' in a higher achieving group, but was also given opportunity to take part in school sports (Dewar and Lawson, 1984). Daniel was also given responsibility for the teams themselves;

> Taking teams, playing myself, watching the boys, things like that and being incorporated and being in an elite class for PE so I always got to play, always got to do stuff, rather than having to reign yourself in because everyone else wasn't so good. So, from that perspective I loved school. Well I love learning, so…(Daniel)

This perspective was relatively common amongst the custodial orientated students. This also gave them opportunity to recreate a custodial orientation (Lawson, 1986) by delivering sessions through what they perceived as good teaching practise. Those with high physical competence were often left feeling frustrated by those who had less physical competence than themselves, especially if they lacked motivation to participate. Their frustration was also aimed towards the teachers who spent time focusing on the less able students. Abbey iterated this when she

described the low points in physical education. This quotation also supports the highlighted the value of effort in the physical education field;

> …as a student, as a keen PE student I hated having to put up with those that didn't want to be there. And I guess that was more of a low point as well because your physical education is being stunted by other people who are stopping the lesson because the teacher has to tell them off or sort them out. (Abbey)

David's story also closely relates to this when asked about the low lights of his own physical education learning experiences in the anticipatory phase. This also demonstrates the challenges teachers face in managing mixed ability classes. By witnessing the teacher trying to include and motivate less able or willing students, David's own perception of himself being central to the lesson as a power was not fulfilled. This became a point of frustration, and may have reinforced his beliefs surrounding physical education, physical competence and exclusivity in his own teaching practice.

> …I got quite frustrated with the people that didn't want to be there and therefore the teacher spent a lot of her time trying to encourage the people that didn't want to be there, as opposed to the able people like me that wanted to get better. I think on reflection, there was a lot of time spent telling the person to stand up or get out the goal and sit up, as opposed to right, let's progress the able ones…year 7-8…(in) forms and then I think year nine…went into ability and then GCSE it was just mixed because you were all doing GCSE and you all wanted to be there anyway…(David)
>
> *What was the thing about the ones that didn't want to be there, was it that they just didn't like the activity that was being done?*
>
> Yes, I think so. The way I see it is you can always split people up, can't you. You've got your musical and then you've got your arty and then you've got your sporty, is the way I… or just

> your downright intelligent really I think is your main… And I think the musical people had no interest in throwing a ball or catching a ball. So, they would rather be doing something else and I suppose it was just like if you spoke to my maths teacher, I didn't want be in there. I'd rather be throwing a ball.'(David)

David's final comments mirrored the generation above him in Sammy's description of the 'older' physical education teacher's attitude towards 'non-sporty students'. The deep-seated beliefs surrounding stereotypes for different subjects and interests are still very much at the front of today's perceptions regarding different fields. Those with high physical competence and fit the stereotype passed the first criteria into entering the profession.

The other end of the continuum has been relabelled as the constructivist innovator. This group is often made up of late deciders. Some have not fostered positive and meaningful relationships with their physical education teachers. They may have high physical competence, effort and enthusiasm themselves, however they recognised that custodial practices limited inclusive engagement in physical education.

In contrast to the custodial orientated teachers, Doris did not agree with the university's need for coaching qualifications. She felt that as a mature student she had many transferrable life skills that were not perceived as having value. The coaching courses to her were a tick box exercise.

> So, things like assessment for learning I couldn't imagine teaching a lesson with no AFL, whereas other, a coach that I know, who teaches…doesn't really know about AFL. So, I don't think my coaching courses have helped me be a good teacher, because I suppose also, maybe because I'm older, I didn't feel that I needed that confidence, it wasn't about standing up in front of a group of children and organising them to do something, which is

> what a coach is, because I'd done all that for the last 20 odd years managing people, so it was, the reason I went on the coaching courses was purely and simply to get on my PGCE course. I wouldn't have done it for any other reason. (Doris)

Those who considered themselves to be less physically competent enjoyed working with students who either lacked physical competence and confidence, or the motivation to participate in physical education lessons. Daniel expressed how she felt the right thing to do was to try to 'balance' teams in physical education lessons and to help those that did not have the same level of enthusiasm as her to enjoy physical education.

> Probably years 8 and 9 really that I never participated in PE. I was always the one… I was in every team, but I'd then...In the lesson when they said pick your own team, everyone come together and they'd want the best team to win in PE. Whereas I'd go: No, I'm going to go on this team, with maybe the less able people and then I would spread the ball around or whatever game it was I would help those people out. And I always felt like I had to because otherwise they would feel left out. So, I'd rather feel left out by doing that myself than make other people feel left out. But then it was detrimental to when you go back to the team and they're like 'oh you didn't do this, you didn't do that, so it's really striking a fine balance between friends and your team mates. And I found that quite difficult to handle. And so, that was probably the biggest low point for me. So, trying to do the right thing but knowing it's not the easiest thing to do (Daniel)

As Sammy, mentioned earlier, this quotation illustrated that Daniel already fostered a more constructivist orientated innovator persuasion. However, this attitude was a challenge socially amongst the more custodial orientated recycled elitist physical education environment and the embedded beliefs she was socialised within.

4.9 Summary

Due to the fact that we have a recycling of a traditional curricula and physical education has not massively changed over the past few years from its pedagogical practice and its sport focused content, the subjective warrant has currency in 21st century physical education. However, in contrast to previous suggestions (Lortie, 1975), physical education does not have a permissive warrant. It is initially stringent because physical education teachers are the gate keepers to the recruitment of future physical education teachers. There is no objective, external information readily available; therefore, having a meaningful relationship with the physical education teachers already in the profession in central to initiating career entry. Without this, access to opportunities and information is limited. This has resulted in some early decider-late committers whose route into PETE was problematic because they were not always able to make fully informed choices. All but one of the BA QTS PST participants were early deciders who fostered positive relationships with their physical education teachers, leading to information and opportunities to make the journey smoother.

Some post graduate students were influenced by their physical education teachers in middle school; however, their experiences in upper school were limited. This was often caused by a more competitive field in the larger schools for recognition in their physical education classes. PG PSTs in particular experienced delays in committing to or choosing physical education teaching as an occupational choice. In some incidences, the results indicated that they may also choose the 'wrong' course, not knowing the undergraduate 4 year QTS course existed. As potential recruits got older during their time in school, they also built more personal relationships with their physical education teachers in a social capacity during extra-curricular time. Informally and formally they are socialised into becoming a physical education teacher within the anticipatory phase. Potential

recruits view physical education through an apprenticeship of observation as well as experience the social world of being a physical education teacher. These will be the individuals that the physical education teachers have an affinity with through their shared experiences and common interests. Potential recruits often foster a sense of belonging and acceptance into the profession long before entering PETE.

Potential recruit experiences and apprenticeship of observation in the anticipatory phase combined with some interaction with the organisational phase through working with children in sports clubs and school teams contributes to beliefs surrounding effective teaching and at this point, the subjective warrant is permissive as potential recruits test themselves against their own conception of occupational choice although it is limited to those who have opportunity to do so. The final phase of the subjective warrant is stringent, as potential recruits filter information given by their physical education teachers based on their conception of occupational choice. Reality shock can be experienced at this point as potential recruits become aware of the significance of the statutory requirements to enter PETE. Finally, PST's and teachers already in the profession can be described sitting on a continuum between a custodial recycler and a constructivist innovator. Innovator attitudes are more favourable in being agents of change for physical education.

Chapter 5 The Subjective Warrant and Factors Influencing Change Over Time

5.1Introduction:

This chapter is the second of three chapters examining the subjective warrant for teaching physical education (Lortie, 1975, Dewar and Lawson, 1984) and how it changes over time. The subjective warrant is defined as an individual's thoughts, feelings and perceptions towards teaching physical education (Dewar and Lawson, 1984). The subjective warrant of individuals who were a) Pre-Service Teachers at point of entry (PSTs) b) Newly Qualified Teachers (NQT) and c) Experienced Teachers with five+ years of teaching (ETs) were re-examined and established in chapter four. According to the findings, PSTs entered PETE believing that they needed good interpersonal skills, could continue their association with sport, promote a positive learning environment and a service to society as well as fulfil their enjoyment of working with children. This chapter will examine why teachers want to teach physical education, what they believe teaching entails and how this changes over time. Finally, it will highlight the personal, situational and societal factors that influence changes to the subjective warrant over time. Furthermore, this chapter will give insight into how the subjective warrant can influence the transition between career stages. The stages as defined by Fessler and Christensen (1992) are induction, competency building, enthusiastic and growing, career stability, career frustration and career exit. The authors noted that an individual can enter these stages at any point during their career.

5.2 “What does physical education mean to you?”: The physical education teachers’ thoughts and feelings towards the purpose of teaching physical education

Regardless of whether physical education teachers are early or late deciders, the point at which they committed to teaching or which course they followed, all of the participants believed in the same outcome; they wanted children to enjoy sport and therefore pursue lifelong physical activity. All of the participants had passed the first stringent stage of the subjective warrant to become PST’s, NQTs or experienced teachers. The permissive stage is significant in contributing to each individual’s evolving habitus (Bourdieu, 1979). New challenges are faced by the NQTs and experienced teachers in particular within their school setting. These external factors influence the thoughts, feelings and perceptions of each participant and ultimately affected not only their attitudes towards teaching, but also where they were positioned within the career cycle at the time of the interviews (Fessler and Christensen (1992). ‘Jeanne’ demonstrated her wider concept of the world surrounding children within the physical education context and how this influenced them.

> in this day and age, probably being physically active, but actually... So, I suppose that covers your physical side, but actually the education, teaching about being active and the health side. That's what it is to me, so kind of being active, being healthy and how they can do it. I think going back to the enjoyment factor, we are going to get the kids that don't enjoy it, and that will stem from stuff at home or previous experiences like you've asked me about. We do here try and offer so many different activities, and especially at the older years where they're going to go off and they're going to leave school. They're going to go off and do whatever, that's not going to be PE orientated, but you want them to be active and actually understand that you need to be able to look after your heart, you need to get your heart rate up. But actually, while you're doing it you need to enjoy it (Jeanne)

Charles also held a very similar perspective although he gave more emphasis to the enjoyment of sport, which is common for male teachers (Dewar and Lawson, 1984). His route into teaching was not straight forward. Charles was a late decider and late committer. His father held the societal view that physical education was not aspirational. However, he also knew that Charles was much happier in teaching and therefore supported his career path away from accountancy and into physical education. Charles described himself as an individual who fostered effort and enthusiasm in physical education but lacked in physical competence. When he was asked the question 'what did physical education meant to him', Charles responded with the following answer;

> An awareness of what physical activity is and the fact that that can be affected by participating in some form of physical activity. Also, the effect of them doing physical activity, so the diet and the wellbeing and everything else and how that can all tie in together. The educating, the knowing what different activities are there for them. They may not be a fantastic hockey player but they can play a mean game of badminton, and them thinking it's not just me playing football or playing rugby, but I can do all these different things and these things are available for me as well. So, it ends up being a very broad picture for them but I think the way our curriculum is based here works very well on that as well. Which gives opportunity. Which fuels my passion for the subject as well as a result and as a department we are all very much of a similar ethos on that as well. That drives everybody. (Charles)

Jeanne, like Charles, was an advocate of encouraging children to experience as many sports as possible to fine one that they liked. This relates back to Kirk's (2010) statement that defined the curriculum as being designed around a wide selection of activities that only achieve a low level of skill that is continually recycled throughout a child's physical education. Hannah, a teacher in her

NQT year who followed an undergraduate PETE course, had very positive experiences with gymnastics and dance in her middle school that was complemented with a wide and varied curriculum. Unfortunately, this did not continue through upper school (age 13 upwards). Instead she continued her association with sport outside of curriculum physical education. Subsequently, this has helped to shape her habitus towards ensuring children are not limited by the traditional curricula.

> It's giving them a chance to try so many activities. I believe that every child will find some sort of sporting activity that they enjoy. There's no limits, there's millions of sports. But it's giving them all a chance to give everything a go and then later in life being able to say, "I did this at school and I quite enjoyed it so actually I want to give it a go outside of school". Instead of making them feel negative about something. (Hannah)

'Betty', a teacher in her NQT year who graduated from a post graduate course, considered physical education as a way of knowing your body through sport. At the time of the interview she taught in an independent girls' school and recognised that her habitus did not match the physical education department she worked in. The department had a high emphasis on competition in traditional games and custodial orientated pedagogies were adopted from elite sport to ensure success for the school teams at national level. 'Betty' predominantly supported the lower ability groups and offered more opportunity to experience a non-competitive broader curriculum. She described how she could fulfil her beliefs surrounding physical education teaching within this.

> I'd say it's about being active, learning about different, I don't want to say sports because I don't think it is just about learning different sports, I think it's about learning different ways to know your body, that sort of thing, it shouldn't just be categorised into your different sports but I think it's a way of, physical education gives students an opportunity to work in groups, work in different ways that they wouldn't normally do in a classroom, it shouldn't

> just be seen as “You're going to go and play hockey”, it should be seen as what does playing hockey mean, you're involved in a team, you can learn tactics, you can learn all that sort of thing and it’s not just about going out there and playing 11 people on a pitch, it should be all those different skills that you …(Betty)

Although the outcomes of physical education are similar in the sense that there is emphasis on life-long involvement in physical activity, there are subtle differences in the environment that promote small shifts in the subjective warrant for teaching physical education over time. The following sections explore the most prominent factors that influence the changes in the subjective warrant. Custodial orientated participants had a distinct focus on sport, whereas the innovative orientated participants placed more emphasis on educating young people through physical activity. This is dependent on each individual’s socialisation experiences through the anticipatory phase, the professional phase and the organisational phase. For the purposes of this study, the organisational phase was focused on NQT’s and teachers with five+ years’ experience (Experienced Teachers).

5.3 Thoughts, Feelings and Perceptions of What Teaching Physical Education Entails: Changes Over Time

The first change in the subjective warrant occurs before entering PETE. Many PSTs experienced reality shock when they realise that a) the entry requirements were stringent and b) on passing the entry requirements, there was more involved in teaching than previously considered. Initially, as demonstrated in the previous chapter, the participants entered PETE because of a love of working with children, provide a service to society and a create positive environment, have a continued association with sport and considered themselves to have good interpersonal skills. PETE was perceived to be a ‘necessary evil’ to enter the career of their choice. Furthermore, many

early deciders were welcomed into the profession long before entering PETE through the positive but exclusive relationships and opportunities offered by their physical education teachers. In order to identify change, the thoughts, feelings and perceptions need to be established. The PST group's thoughts feelings and perceptions have been used for this purpose. 'Holly', a post graduate PST, illustrated what physical education meant to her and her need for a continuation with sport and physical activity in her comment;

> *So how would you define physical education and what does it mean to you?*
>
> to me now, just being able to stay fit and enjoy it, and enjoy keeping fit and, being able to be healthy through fitness and having fun at the same time, like not having it as a chore. So, it is a way of life." (Holly)

This is representative of many of the participants; they wanted children to feel positive and want to instil their own positive views of sport and physical activity. At point of entry, the participants give little consideration to what they will learn or how PETE will support them in their journey to becoming a physical education teacher. PSTs arrived with their own subjective perception of what physical education teaching should look like through their 'apprenticeship of observation' during the anticipatory phase (Lortie, 1975; Dewar and Lawson, 1984). PSTs were very dismissive of the 'paperwork side' of teaching and focused on practical teaching. Harriet, a PST, illustrated this.

> With most sports, like a lot of us have said it, with these lesson plans, putting it down on paper is really hard, but you ask me to go teach any sport. Okay. I've got it. I could teach anything. I know that sounds weird, but we could because we've had so much experience in teaching and helping out and everything, that you send me to go do like a rugby drill, I'm like okay. I don't know much about rugby... (Harriet)

Harriet had filtered the more challenging necessities of teaching such as the detailed lesson plans required in PETE in favour of her own thoughts, feelings and perceptions surrounding what is required for teaching. She had to accept the realities of teaching by changing her views very quickly. This quotation really highlighted the impact of the experiences in the anticipatory phase. Harriet believed that she is already a good teacher prior to entering PETE without lesson planning. By not witnessing the administration required for teaching during her apprenticeship of observation she related herself to the practical side of teaching that she could associate herself with during the permissive stage of the subjective warrant before entering PETE. For many a shift in perception of the importance of planning and organisation skills is important if they are to succeed in PETE.

Teaching placements during PETE can influence changes in the subjective warrant (Rossi, 2015). The PSTs and NQTs in particular reported that there was a disconnection between the priorities in PETE and the reality of what is needed to teach in school. This creates the changes in PSTs thoughts, feelings and perceptions towards teaching physical education.

Talking retrospectively, participants believed that PETE does not equip them with sufficient subject knowledge matter specifically for the already well embedded traditional curriculum and held high capital in school. The participants reported that there was emphasis on using innovative pedagogical practice during PETE. However, the theoretical knowledge gained could not be transferred effectively when teaching due to the disconnect between pedagogical knowledge and subject knowledge matter gave an avenue through which mentors during school placements reinforced their traditional ideology in teaching physical education.

Those who previously valued the new gained knowledge and ideas often changed their perceptions on this when there was conflict between new knowledge and old tried and tested ideas; particularly if there was a lack of opportunity to try the ideas out. Nora, an NQT who graduated from an undergraduate course, recalled her perception of what knowledge was needed and valued during this time, as well as reflecting back on her time as a PST.

> Like a lot of the teachers, they just blag it. Literally, I mean, obviously, you need to know your subject, everyone knows the information about their subject, everyone can tell you about their subject inside out, but there are only so many people that can actually tell you and be able to hold the attention of the class and control them and get them to learn, and progress them and challenge them and help them, but you know I have learnt so much by being here. And in my 4th year placement because I was with (name) and she was amazing. Because a lot of the things I fell down like hockey and football, she really helped me with some drills and like with the course I just felt like they didn't do much on like traditional school games. And they need to.
>
> *I think they are trying to move away from a traditional curriculum*
>
> …they can't because the rest of the world isn't! So you come in and you say you are going to do ultimate Frisbee or…we do ultimate Frisbee here, we try and do like all these different games and trying to teach it as outwitting an opponents which is good, and you can, but sometimes you can't like we have got a year 7 class and 35 girls, I haven't got time, I have to teach them, you have to teach them how to bowl in cricket, as they can't even….what's the point in playing the game? They don't know what's going on. So, it swings and roundabouts, it's hard, I loved my time at uni but I just think they need more time on traditional games. Because for some people there was like footballers, netballers and there was hockey players and there was like swimmers and they just expect them to

> you know, you knew how to teach football, you knew how to teach netball when actually you don't. The only reason I know how to teach netball is because I play it. (Nora)

Nora raised a number of issues here. Her experiences indicated a socialisation into teaching physical education through a 'traditional curricula' with a more custodial orientation. This dominated throughout the four years of her PETE programme placements and during her first year of teaching. Little time was provided or priority given to developing her new-found knowledge of 'what' and 'how' to teach from her university based units during PETE. A distinct lack of opportunity to put theory into practice meant that she was more susceptible to washout (Zeichner and Tabachnick, 1981; Blankenship and Coleman, 2009). PSTs with high knowledge in games such as netball, hockey and football had an advantage over PSTs who had specialisms in activities such as dance, gymnastics and swimming; particularly during teaching placements.

Participants with 5 years of teaching experience or more also reflected on their PETE experiences. 'Emma', a teacher who graduated from a PGCE course noted now important the interpersonal relationships with her colleagues were during placement at this time.

> My first placement was in Welling, which I hated, and I nearly left the course, it wasn't because of the kids it was the staff, the head of department there was just a chauvinistic pig really, very….one of those blokes who likes to belittle people all the time. All the time, male or female all the time. I hated it. So, that nearly saw the end of my time doing my PGCE. Luckily it wasn't that long and it was literally two minutes from my house. So, then my next school I really enjoyed. Really nice, I think that probably saved me from giving it all in (Emma)

Emma, like the other participants, did not mention pedagogical knowledge development or development of subject knowledge matter. What had the most impact on her was how comfortable she felt within the department for the duration of her placement. Rossi, lisahunter, Christensen, and MacDonald (2015) suggested that PSTs develop a range of coping mechanisms to 'fit in' and survive teaching placement. Matching habitus through shared experiences and similar practices can contribute towards the strength of these relationships; undermining the strength of what is learnt during PETE. Often, PSTs learn to survive in the field.

Sian, an ET who followed a post graduate course, summarised how she felt about teaching. She said "I love teaching, but hate being a teacher" and elaborated on how teaching was now more focused on performance targets, exams and student welfare. Her subjective warrant changed from focusing on her love of teaching and a continuation with sport to the realisation and at times frustration that her role comprised of an overwhelming volume of administration. She saw herself as a social worker, an accountant and a manager amongst other things. Teaching was no longer just about teaching. The additional pressures in today's physical education were further discussed by Sammy.

> I think at the moment we've got so many things that are stopping us doing things that we want to…the government and things that have happened, for example, I know more and more colleagues that are not doing trips or fixtures anymore because their head teacher said you can't do this and you can't do that, I just wish we'd be allowed to just get on with our job because at the end of the day, all you want to do is teach the children and a lot of things that are stopping us doing it.
>
> *A lot of red tape*.
>
> A lot of red tape and all the things that are being put into school like the observations and everything, I can see why it's important but it's stressing teachers out, it's making us think

… we've not got time to plan this lesson because we've got to get this piece of work in for the head teacher, I think if we're left alone just to get onto do what we want to do, it will be a lot easier...you sort of see it in staff meetings when we're all arguing about enrichments and observations, at the end of day it's about the kids, that's the most important thing and I think a lot of people tend to forget that, which is sad. (Sammy)

Polly also noted the impact of additional administration duties on her life as a teacher.

What do you find that's hard work?

The longer hours, the endless reports, which you have to do, parents evenings, just generally getting tired. I think for me it's been the longer hours. The busier days. (Polly)

Furthermore, advances in technology have also facilitated changes in how lessons are taught to meet the requirements of a 21st century education. Innovative orientated teachers have used it to engage a wider range of children. Polly elaborated on this.

I have only been teaching 25years…now I can be teaching on my ipad, mobile around the classroom, the kids can write on my ipad and it springs up on there…I can upload a video of the kids onto click view which then sits on a cloud which means that I have got it for whenever I need it for later. For parents evening I can now produce a video…it's just fantastic, and that is also…and its very tiring and very draining, it's like oh not another new thing, please! That I think keeps you moving on and wanting to move with the times and wanting to inspire the kids, and the kids coming back and equally well, don't use your ipads, we are going to work on plain paper and we are going to get the pencil crayons out and we are going to do some colouring! So, it's the variety, it's the variation …I do see children in different roles… I don't just see them in the PE environment…having the opportunity to go out on fixtures with them, getting to see them in a new way…talking

> about what they are going to do at the weekend, and then coming back to them and saying how did you get on. …So it's all that added bits in that value-added stuff…and I think sometimes I have to remind myself that's what…and that's why I'm in it, and it is hard work and it is… (Polly)

'Polly' highlighted how her love of working with children are central to her role. This is complemented by Mia, who initially admitted to saying all the right things during her PETE interview; her real reason for entering was the continued association with sport. As her experience in teaching grew, there was a definite shift into focusing on the development of the the whole child through the four domains; physical, social, cognitive and affective. The reality of day to day teaching gave her the opportunity to cement and re-ignite her love of working with children.

> During her QTS interview she said that she said all the right things such as wanting to make a difference to children's lives, however she admits that this wasn't really the case until she actually started teaching. She loves working with children and now genuinely wants to make a difference. She loves practical, loves teaching. This is where she shone, not in the theory. (memo from interview: Mia)

Furthermore, Doris had a subjective warrant that she herself identified as being influenced by the subjective nature of parenting; particularly when referring to behaviour management in lessons. Her habitus surrounding her thoughts about how she could inspire children to fulfil their potential was deeply embedded and initially influenced her responses and feelings towards the children's behaviours in class. Doris reported that this worked in schools that had children with a similar

background to her own; however, it was not effective when working in a school with children who had very different backgrounds and displayed challenging behaviours.

Doris was guided through this by a very good mentor experienced in working with challenging behaviours. Doris found that a more objective approach to promoting positive behaviour worked well. Doris identified a clear shift and noted change in her own habitus. This also highlights the societal changes and attitudes towards promoting positive behaviour in children that differ from Doris's generation.

> I think it's just generally about understanding young people because as a mum it's very easy to go into a mum, "You shouldn't do this, you shouldn't do that" and also, I know this is a really funny thing to say, I used to get quite cross and upset with them because they didn't want to do it and I couldn't really understand why they wouldn't want to go out and play rounders or netball, so I used to get quite cross with them. And, I thought, "Hang on a minute" …how much you relate to that individual, you've got to take those personal feelings out of it and… Even if they come in and they're rude to you and swear at you at the beginning of the lesson, by the end of the lesson they might have done really, really well, and because you forget what's happened at the beginning of the lesson and you move on and give them the same encouragement, the same support as you do with those who are very keen. (Doris)

In addition to the interpersonal skills and attitudes towards building positive relationships with children, confidence in teaching is also deemed as important. 'James' recalled how the swift changes in government had impacted on exams, and how this was detrimental to his teaching. Recognising that subject knowledge is important, the lack of stability of content in examination physical education had impacted on his teaching. He perceived himself as a competent and well

prepared physical education teacher up to GCSE level. The societal factors (government) impacted on his situational factors. The perceived requirements for teaching had changed. He did not feel as confident as he had done previously, thus changing his subjective warrant to one of instability rather than stability in areas beyond his control.

> it's a shame they keep changing the specs and the theory based subject and they just continually change it. And we get good at it and then we change it. That really bugs me about teaching that they can't seem to…every time the government change the whole of education changes, really quite annoys me because it puts our profession at so much doubt at times, no one really knows what's going on at some stages, there is so much going on at the moment where people just don't know what's going to happen next. Or what courses are going to be here, are there going to be B-tech's, is GCSE PE even going to be a GCSE. But these types of things really worry me. (James)

The older participants recognised the changes in attitudes towards academic ability in teaching physical education due to changes in examination physical education. During a time when jobs were in high demand and places on PETE courses were being reduced, ascertaining the value of academia in physical education was important in identifying any changes in the subjective warrant over time. Tori was a PST who was representative of this. As a PG who had completed her masters before entering PETE, she gave valuable insight into her perception of the value of her higher degree. She recognised its value to her, but did not really feel that it would be of much benefit in the profession itself. Tori rated subject knowledge matter as more important.

> *So, is your knowledge greater because you are at a master's level?*
>
> It must be. I think, it's got to be because you spend more time…I mean yeah, its careless of me to say it's not important, but in terms of teaching I think even if you have kids on different levels, so if you can relate to the kids obviously the important thing is for you to

> have the intellectual and I mean as I am sure we all know there are different levels of teachers out there in terms of their subject knowledge, but I think you don't have to have masses of subject knowledge…the other day we did some invasion games, the basics are simple in terms of what we are trying to achieve and I think a lot of people would be able to do that and transfer it into a PE lesson, but in terms of going deeper into your models, TGFU and Sport Education…then there are us that have come through uni that have got our degrees, and some who have got their masters then go for the PGCE. Our knowledge is going to be massive…we know so much theory… that perhaps sometimes knowing all the theory about models based practise for example, but then actually going to a school and implementing it takes a lot of time. (Tori)

In contrast, James, an ET, noted changes in his beliefs surrounding what was perceived to be needed to be a good physical education teacher. In the first instance, as a head of department he believed that personal qualities are just as important as quality teaching. Being able to 'get on' with the department is very important.

> I would probably go for personal qualities, like what you said humour, personality, but I would probably go down that line. When I am appointing people, I need to know that they can fit into that office… I can train them to be better teachers, I know that I am a good enough leader to make them a better teacher, (they need to) …be able to work with me and work with the team. It's such an open office that they can work with each other and they don't think it's the same in any other department in school because we don't have a classroom to sit in, everyone sits in the office and they talk about the lessons they have taught and they talk about different ideas they are trying and if a teacher has the right personality then they can adapt to become better teachers. So, personal qualities such as about being able to be reflective and learn from others…if you can form a relationship with

> a student that they respect you, and they try to achieve, you could probably give them the academic stuff that you are trying to get to some extent. Maybe less so with the A level stuff as I mentioned, doesn't matter if they really respect [name], he ain't clever enough to teach anatomy and physiology, and that's just the way it is! He hasn't got the skill set to be able to do that at the moment. So, I don't ask him to do it. (James)

Secondly, 'James' queried the physical education teachers' ability to teach A level physical education. He used a biology specialist teacher to teach A level theory because he believed that he and his staff lacked knowledge in sports science.

> …so, as a head of department I'm looking, I know I need to find another a level teacher, and the next appointment has to…teach anatomy and physiology, and I need an academic, it is vital that that person understands the ins and outs of exercise phys and I need a biology specialist really to extend where I have the head of biology come in and teach now. But that is probably helping me because he will get out better than I can, but if I am talking about games lessons, and practical performance and probably GCSE teaching as well, because I don't think you actually have to be that bright to teach GCSE PE (laughs) (James)

This is in contrast to the beliefs held in earlier phases where physical competence, effort and enthusiasm was central to becoming a good physical education teacher. Academicisation of physical education has developed in schools through its recognition as an examination subject that has capital in terms of allowing students to move and access further and tertiary education (Casey and O'Donovan, 2015). Having been socialised in an environment where physical competence, effort and enthusiasm is valued, physical education students perceive examination physical education as a necessary evil to enter the profession. They do not always recognise the knowledge

base needed as relevant in their day to day life as a physical education teacher. However, as PSTs get closer to entering the organisational phase, PG and Undergraduate QTS PSTs have voiced their concerns over having enough subject knowledge in and teaching theory lessons more so at A level. 'Abbey', a Post graduate PST, made comments that are representative of this.

> I am really stressing about the theory side of it, because even though I am interested in a lot, like GCSE is probably going to be where I flourish as such because I am interested in a lot of that stuff, because it has not got as much depth as A level. I struggled at A level myself so I don't feel like I could make it come across as I know what I am talking about. But I think if you have got quite a lot of deeper knowledge, you will be respected a lot more than just giving surface answers. So, like if some kid…I used to go off on tangents all the time and we would be doing a topic and I would be like OMG but if you think about this, what happens here? It would be nothing to do with curriculum, but it would be something completely outside the box and my teacher would be able to give me an answer. (Abbey)

Nora also re iterated Abbey's point in her interview by noting that she was not prepared for teaching examination physical education. She recalled that 'training' was done on the job for this in her first teaching post. However, Sammy recalled the difference between new teachers and experienced teachers during her anticipatory phase. Although they have a perceived lack of knowledge to teach examination physical education, they also held new pedagogies and lots of enthusiasm, which was viewed positively.

> *What was the difference between the younger teachers? You said they were teachers that you got along with … so what did they do that was different?*
>
> We had three NQTs, obviously at the time I don't think you really take notice of NQTs but now looking back, you can see the NQTs had all the fresh ideas, they were the ones that

> wanted to put the trips on for you and wanted to get everyone involved in PE, which was great and just bringing in new initiatives I think. So, that was good, trying to put more things on the curriculum, like bringing in coaches for gymnastics and dance and taking us swimming. (Sammy)

It is clear that Sammy appreciated the enthusiasm of younger teachers and other initiatives such as bringing in coaches where physical education teachers did not have the subject knowledge matter required to broaden the curriculum. Fresh attitudes and enthusiasm brought into the profession from the younger staff members contrasted her experienced teachers who had less positive attitudes and followed the same practices regardless of enjoyment of the students. This is evidence of experienced teachers' change in behaviours as they enter career stability or career frustration.

5.4 Autonomous Practitioners in the Field

Participants in their first year of teaching that did not hold a custodial orientation or a high knowledge of 'the traditional curriculum' perceived themselves as lacking the 'right' subject knowledge. This was reinforced by school environments and physical education departments that fostered practices that contradicted their own. Even if they felt confident in their developing knowledge learned during PETE, they would often find themselves reverting back to what was recognised as 'good practice' in their school physical education department in order to progress. NQT's described how they had to 'jump through hoops' to gain their degree. This made them far more susceptible to wash out. They were really looking forward to having the freedom as a qualified teacher to do what they perceived to be good practice. 'Katy', an NQT in a state secondary school gives an example of this.

> I find that when I was on placement I would teach to the style of my mentor so, if there was you and someone else, you know how they want you to teach, so you go I'm gonna do this there, and in another lesson, you teach completely differently because you want the feedback to be good from that teacher, so you teach how they want you to teach. So, you don't necessarily teach how you would teach. That's what I found. (Katy)

Nora also experienced this in her final teaching placement year as previously mentioned. She did not enter PETE as a traditional games specialist. She therefore had a perceived lack of subject knowledge and felt that the knowledge of traditional games needed for schools was not included during PETE. The consequence of this is that the mentor's way becomes 'the way' to teach and in this case, is custodial as opposed to innovative. The mentors influenced change in what was perceived as good teaching by Nora.

> In placement, I don't think you felt like you could (change the curriculum). Because you are given a timetable and it's like you are on hockey, netball, football and badminton, that's it. And you weren't given, even in GCSE BTEC they were set sports. But I did feel like if I wanted to I could. Like especially, well it depends if you get on with your mentor. It depends on the school and the mentor (Nora)

The conversation with Nora highlighted how easily PSTs were socialised into teaching through a traditional curriculum. She began automatically adopting a more custodial approach to teaching the activities allocated to her by her mentor. The contradiction in this quotation highlighting that she didn't feel like she could and then that she did feel like she could introduce new activities highlights the complexity of this issue but there is no suggestion that she has experimented with

more innovative pedagogical practices focused on during PETE. Her mentor's expertise in traditional games informed Nora's teaching practices.

Betty, an NQT, worked in an independent girl's school in the UK at the time of the interview. This particular school had high expectations in sporting success within the school as this was a selling point in attracting parents to consider the school for their daughters' education. The department needed to ensure that they had teams ready to compete and meet high these high expectations. The tried and tested teacher directed approach was seen by the more senior members of the teaching team as the most effective way to teach. Due to time constraints and institutional pressure for good results, the higher ability students experienced an even more restrictive and more custodial orientated approach in Betty's school than Nora had outlined. However, there was much less focus on physical competence in the lower ability groups and this provided a platform through which Betty could experiment with her new found pedagogical and subject knowledge matter gained during PETE. More opportunities were offered away from the traditional curriculum in these lower ability groups and they were taught through non-traditional activities.

> It is about performing … because we have so many fixtures and things for them to take part in, it is about them making sure that they are up to speed for those games. […] I do find in my other, for example in trampolining, there's only three of us that are qualified in the department, I do find I'm doing a lot more teaching there and I give the girls' responsibility. I make resources and things for them and we are doing more things like that because they're not entered into a competition at the end of the day, so we can experience that sort of thing. So, it's quite nice to sometimes teach those sort of subjects, that sort of area because you get to do those things with them. (Betty)

Subject knowledge matter in traditional sport has high value; much more so than pedagogical practice, which doesn't appear to be as important. This is interesting, because in relation to nearly all the participants, pedagogical knowledge and 'physical activity for all' defines them and sets them apart from coaches.

5.5 The Impact of Coaching Courses on Pedagogical Practice

The previous chapter highlighted how sporting environments were perceived as a significant field when making the decision to become a physical education teacher; particularly when the relationship with the physical education teacher was not a meaningful one. The significance of the sporting environment is that the agenda is focused on the development of a specific activity rather than education through physical movement (Capel and Whitehead, 2013).

The participants reported that coaching courses and mentors in school were relied upon for developing and gaining subject knowledge matter in individual sports. This in its self is not a major issue; however, if PSTs are not confident and therefore autonomous with innovative pedagogies they are more likely to replicate the methods used on the coaching courses and teach to please their mentors during placement. Even if the knowledge and experience gained is custodial in practice, this is still perceived as the most effective way and the ideas learnt in university are undermined. 'Doris', a post graduate NQT fostered a more innovative orientation. When she was asked about the relevance of coaching to courses to the development of physical education teachers, this was her response.

> …I did my level one swimming, I did LTA tennis, I did hockey, and quite honestly things like safeguarding, are all the same whichever qualification you get, and I don't actually feel that those coaching qualifications have helped me in being a PE teacher at all…

> I don’t see the relevance because on your PGCE year, you learn a lot about individual sports and about how to teach from other teachers you observe and planning your lessons, but I don’t think I’ve ever, maybe the exception of tennis gone to my notes from a coaching course and used any of them. And, being a coach is very different to being a teacher…As a coach you don’t, you have a structure to your coaching session but it’s, I suppose a lot of the structure and a lot of the way I was trained…to teach in my PGCE year was also around satisfying OFSTED… that then feeds into your teacher standards and the way the university then present how to achieve the teacher standards. (Doris)

In contrast, for some NQTs, knowledge was predominantly gained from coaching courses, working in the sporting environment as participating in the games. ‘Betty’ recalled how she improved her subject knowledge in games based activities.

> The year I’ve been here, I’ve taught the majority netball, I have been on coaching courses, I’ve done my Level 2 coaching course in netball and I haven't done that in hockey, although I’ve had probably more experience playing hockey, not so much teaching it. Luckily, here at school, I am put a lot of lessons with the hockey coach who takes the majority of it, so I still get a lot of experience with teaching it but I’d say my teaching of netball is probably better than my teaching of hockey. I play hockey at quite a high level and to bring it down a level to what the kids at school should be, sometimes it’s quite tricky and obviously if you're the other side as a player, you don’t really sometimes take on board… (Betty)

The data collected from the interviews suggested that those with an innovative orientation, high subject knowledge matter and confidence can promote change in pedagogical practice. ‘Jenna’ was predominantly socialised within a sporting environment. However, it is evident that she has assimilated and accommodated new ideas from her learning in university. She has experimented

with Models Based Practice in games with confidence and autonomy because her subject knowledge gives her 'expert status' in her physical education department. This excerpt describes what Jenna felt when she witnessed success in her lesson using Cooperative Learning.

> I don't need to be here. No, you just think yeah that's brilliant. And when they're coaching each other, it's even better, that's what I really like is teaching them all what the technique is, providing one coach and then the rest, you know, them working as like four or five and it's just amazing to see other people teaching each other because you don't think they can usually do that. (Jenna)

Jenna's middle school environment was an ideal place for her to move away from the traditional pedagogies and combine her excellent subject knowledge in games with a more constructivist approach to teaching physical education. In contrast, National Governing Body Coaching Awards were relied upon by teachers to build subject knowledge matter for different sports. Referring back to Doris's comments, she felt that the level one courses for specific sports were not really relevant to teaching physical education and therefore did not make a useful contribution to her continuing professional development.

5.6 Factors influencing Changes to the Subjective Warrant Over Time

In this section I will examine changes to the subjective warrant over time using Fessler and Christensen's (1992) career cycle model within the organisational phase of the occupational socialisation framework. Key areas such as the changing personal, situational and societal factors influencing the subjective warrant will be considered. Firstly, I will consider changes to the perceived accountability of in service teachers before identifying who in service teachers look to for affirmation and acceptance.

5.6.1. Changes to the Perceived Accountability of in-service teachers over time.

One of the key factors noted by the NQTs was the perceived 'shift' of accountability when moving from being a PST to becoming and NQT. The NQTs described their PETE experiences as being heavily monitored and continuously being given subjective feedback from their mentors during placement. The expressed frustration over the need to 'jump through hoops' to please their mentors to meet the required standards. Katy described her first term as an NQT as hard. The onus was on her as was the responsibility of being held accountable for any decisions she made.

> …the first term was hard. It was hard because when you are on placement you are given a lot of responsibility but not all the responsibility. So day one you come in and it's like this is your form group, you need all the notices, learn where you are going, especially for me with BTEC I had no idea. I have never taught BTEC, so I sort of…it was very hard to begin with. You have to get into your stride, […] I was like I need to do this and do that and make sure I have my learning objectives, and there is just so much to think about, but obviously as you settle in it becomes more second nature, and you think I have got to do that, and it's easier […] The practical side of it is we have four years of practising that. But other bits were like you are paired with a form, but you just sign some planners that's all you do for four years, then as soon as the onus is on you it's like oh my gosh you forget to tell a kid something and you are chasing around the school looking for them. You can't fall back on anyone. On placement, it's like oh well, your mentor will help you a bit, but it's all you, you are the teacher, you have to do this. You are responsible for the 20 pupils. (Katy)

Mia, an NQT teaching in a secondary state school also highlighted the distinct difference in responsibility once entering the field. This was evident in the summary taken from the field notes following her interview. This excerpt highlights this.

> ...Really enjoyed first year of teaching. It is a real jump working on her own rather than having someone watching her all the time like in teaching placement whilst on the QTS course. She has a lot more responsibility… (Field notes taken from Mia's interview)

These quotations illustrate that the students find the first opportunity whereby they are by themselves daunting. Katy, an NQT, elaborated on the benefits of having the freedom to experiment with her teaching and not having the pressure of teaching to please her mentor. She could teach in a way that she felt was most effective rather than adopting the styles of her mentors. She also felt more relaxed and less pressured during her teaching. This gave her the freedom to adapt her plans without the worry of her mentor's comments. This quotation highlights how her practice has changed. Notably she plans less as during the organisational phase there are other pressures on her time.

> Your planning does change from at uni to when you do stuff, you don't have to do five pages and it is because I would not have the time to do that much planning. So, that's why. I always have right, this is what I'm going to do, this is the task, come up with some learning objectives, put them on the board, so in that respect it made it not as strategically planned, but there is that planning element and I know what I am doing… I always have an idea of we are going to do this and that and have that routine. …. I teach differently to what I have been, but I think that's because I found my own way of teaching. I find that when I was on placement I would teach to the style of my mentor so, if there was you and someone else, you know how they want you to teach, so you go I'm gonna do this there, and in another lesson, you teach completely differently because you want the feedback to be good from that teacher, so you teach how they want you to teach. So, you don't necessarily teach how you would teach. That's what I found. I teach differently because I found my own way of how I like to teach. (Katy)

Katy's pedagogical orientation is not clear therefore it is hard to identify whether she was reverting back to a more custodial orientation or whether she wanted to be more innovative and was limited by her mentor's beliefs surrounding good practice. The interviews highlighted that once teachers started their first year of teaching, they tended to adhere to the pedagogies that they felt confident in using.

Furthermore, the NQTs reported that they missed the academic learning and support that is provided during university. Although they have some continuing professional development in school, the NQTs did not find it as informative as their university experience. The NQTs are expected to work far more independently once they become in – service teachers. The onus is very much on them and they have to be proactive; using and implementing the structures they have learned. Doris alluded to this and noted that as a late committer into the profession, she had many life skills that she felt were overlooked by her school. Her unique skill set she brought with her included her situational influences such as being a parent; highlighting an additional change in the subjective warrant over time. Her confidence in being able to communicate with parents and work with children replicated the changes noted in the experienced teachers when their situational and personal factors influencing the subjective outside of school changed.

> I miss the lack of academic use of my brain at the moment, but because it's such early days, I'm an NQT, I've got so much to learn in terms of teaching, but I do feel with all my life experience of working that I'm not an ordinary NQT and I've already taken on extra responsibilities at school, in things like the pastoral side of things because I'm a mum as well and… That's not an issue for me in parent's evenings and all those things I can do with my eyes closed, and I think I do a really good job… But I would quite like to, if I could go

> down the academic route, more and more into further education and then higher education maybe, but I don't think I've got enough time. I'm nearly 53. (Debbie)

Mia, an NQT, also loved learning and developing herself, and misses that from when she was at university. She wants to spend some more time teaching before taking on more responsibility as head of house, or anything of that nature. The general feeling was that NQTs needed more direct guidance to further their development. This is also dependent on their school's mentoring system. Those in smaller schools have been allowed far more freedom to explore and experiment with their pedagogical practice. Hannah's NQT experience was a good example of what many NQTs felt during the first year of teaching.

> It was a massive learning curve last year and I feel like I've come through it so much stronger, but I've had to learn through my own doing because I didn't have a lot of chance to go out and observe other teachers or to go on courses either (Hannah)

NQTs experienced a shift from the structured, assessment driven university PETE courses that facilitate learning and guide pre –service teachers towards autonomy ready for their first teaching post. This is realised through teaching without an observer, often for the first time. NQTs identify that they are in charge of developing their own teaching and have accountability for this themselves rather than the having the process facilitated by others. In contrast, the experienced teachers who feel settled in their teaching are looking for the next challenge by focusing on more leadership roles.

As Head of Department, James, an experienced teacher who graduated from the undergraduate course, gained job satisfaction from inspiring and developing his department as a whole. Although

loves teaching, he thrives on the added dimension of mentoring and empowering others. This exemplifies another change in the subjective warrant over time.

> I mean I like the organising, I like the PE department to run smoothly, I really enjoy that…side of things. And I like planning...right how can we improve the department, where can we find a couple of marks, where can we do that, so how can I inspire different members of the department to go on and take this bit of responsibility and stuff like that. I find that part of the role is really enjoyable. But I don't know, is there any role for that at the top? Everyone knows who will be the next senior leadership team people at this school. (Jimmy)

Other experienced teachers had also taken additional responsibilities in school such as head of department, heads of year and any other opportunities offered. 'Polly', an experienced teacher who also graduated from the undergraduate course, was offered the opportunity to lead Personal, Social and Health Education for her school. She perceived this as an exciting challenge. Notably, she did not describe herself as a teacher of physical education, but as a teacher.

> I took it on three years ago, and that was something I hadn't done before, and that focuses your mind again and I think its keeping…some people are quite happy to stay as a teacher and go home at five o clock and they mark their books and that's how they are happy. And I think that's the sport inside me, I'm quite competitive, actually I want to be bettering myself which helps me better others. (Polly)

In contrast to this, 'Emma', an experienced teacher who graduated from a post graduate course, was comfortably positioned within the career stability phase. The factors that influenced her position were her situational factors. As a mother of young children, she worked part time in physical education teaching and her family was understandably more important to her. This is in

contrast to Doris, who had started her career in teaching physical education because her family where now older and she had more time to commit to a career that she was passionate about. Emma was not too concerned about promotion at this point in her life and had accepted that this may not be an option for her at this stage; however, she was focused on her teaching, and noted the changes with regards to paperwork. As an experienced member of the teaching team, she was valued in her own right as a physical education teacher. She informally supported pre-service teachers on placement and guidance to the younger members of the physical education department.

> There seems to be a lot about paperwork, and ticking the right boxes when you are teaching as opposed to just worrying about PE teaching. Especially on a day to day basis you teach as you teach, you have to do the formal lesson observations, it all about you must do this, you must do that I think that sometimes it loses emphasis on actually just teaching the kids because you are so worried about getting it right then you forget that you are actually just trying to teach something here, and that loses focus. Which is sad, but no because I only teach part time and I don't have responsibility at least I just get on with the basic teaching role. (Emma)

5.6.2. Changes to the Social Standing and Affirmation of In –Service Teachers Over Time

The interviews highlighted the need for affirmation of all teachers. NQT's wanted affirmation at department level, and experienced teachers needed this at school level. This allowed them to either foster feelings of satisfaction and therefore promoted individual growth. Alternatively, if affirmation was not given due to differences in thoughts, feelings and perceptions towards the teaching and organisation of physical education, then teachers entered career frustration. In order to obtain feelings of success, results from the interviews suggested that some teachers pursued other pathways to continue to grow and maintain their enthusiasm for their career choice.

NQTs working in larger schools perceived themselves as having lower status in the department. Mia, an NQT working in a large secondary state school, noted that everyone knows everything, so she really didn't think that she had anything to add at this point in her career.

> The head of PE has a lot of rules; i.e. kit. Has to have full kit or can't take part. Mia has a far more flexible attitude towards kit, however feels that she has to justify her stance if she does anything outside of the rules because her beliefs are different. Has a very supportive department. Can share her ideas. She can try things out on her own, but sometimes feels that there isn't anything she can add to what the rest of the department know already. She had the idea to use music to get kids to change faster. Really effective, so others are now using this method. (get changed before the song ends) (Field notes taken from Mia's interview)

The first part of this excerpt highlights Mia's perception of having a lower social and professional standing. Her frustration is noted in the second part of the excerpt whereby her habitus does not fit that of the Physical Education Department completely. In this instance, Mia has a broader viewpoint regarding non-participation in physical education. Mia does not appear to value her own knowledge and experience, and holds the belief that due to her lack of years in teaching, she needs to do as they rather than promote change. This is an example of adopting a pedagogy of necessity (Tinning, 1988). The personal factors (significant others in the department) have influenced changes in her behaviour because she feels that she needs to adhere to the kit rule even though she does not agree with it.

Hannah, another NQT, also expressed her frustration. This was caused by the influences other schools had over her own school. Again, 'a way' of teaching physical education in a larger secondary school within the same federation was identified as good practice; 'the way' (Casey,

2010). This was then forced into Hannah's smaller middle school. As Hannah's quotation demonstrates, she did not feel that the methods adopted were appropriate within her school context. Due to the fact that the decisions were made by staff more senior than herself, she had little control or ownership over making changes for the better. External pressures for children to do well in numeracy and literacy took priority over her physical education lessons. This also caused frustration as she had to come to terms with the fact that physical education in reality was not as valued as other subject areas.

> They've put an additional lesson of English and Maths in to get the grades up there. We've also had a bit of a disagreement this week that they also do intervention lessons for those children who are struggling, and you take them out of one lesson so then they can do extra one teacher to five/six pupils on English and Maths. I only now see my 5s and 6's once every two weeks. So…they can't actually remember what they've done from two weeks ago…they can't take them from core subjects, that now falls on my door, which meant Tuesday this week I had a lesson with 14 children in it, which is a class of 30… taken out because they were doing extra English and extra Maths…I was like but you're telling me that I'm now not going to see these children until the end of March which is two assessments later, how am I supposed to argue on paper why these children have not made their progress because you've removed them from their only lesson that they actually have on that subject. (Hannah)

The discussion with Hannah also detailed the struggles she experienced with the ability grouping. Her annoyance was with the Head of Physical Education for the Federation, who had not actually visited her school and in her opinion, had no real understanding of the context. This did not affirm her position within the department. Hannah's quotation highlights her perceived lack of control within her school at a local level when discussing who made the decisions regarding the

organisation of physical education in school. The personal and societal factors influencing her circumstances in the department caused her to entering the career frustration stage of the career cycle. Her thoughts, feelings and beliefs surrounding promoting a more inclusive physical education were thwarted. She realised she was very limited in the changes she could make, and the decisions were out of her control.

> We have a Head of PE over all three schools, but I don't know exactly what his role is because I haven't seen him really come into the school …I never got told myself that ability grouping had changed, and I never got a vote in what the decision was going to be. I came back two days into term in September because I was on holiday, and I walk in and said, "Right, what we're doing?" and they went, "Ah, we're testing them because we're ability grouping them". I had no email over the summer to tell me what was happening… We're not thinking about anyone else, are we, if we're ability grouping, we're just thinking about what we want to do ourselves…(Hannah)

Hannah's next comment identified how her beliefs surrounding inclusion and student centred teaching and learning were not mirrored fully by her department. As a newer female member of staff whose natural strength lay in dance and gymnastics, she herself often felt undervalued. Her discontent stemmed from the fact that the ability grouping was not a fair assessment.

> In PE I've got some brilliant gymnasts which are in my bottom Yellow Group just because they can't run really fast and they didn't understand the Illinois Agility Test at the age of 9. I know some GCSE students that don't fully understand the Illinois Agility Test. You can't group in PE, I don't believe, you're not giving children equal opportunities, you're not making them feel good about themselves. (Hannah)

Hannah's original beliefs towards physical education were drawn from her most enjoyable personal experiences in her middle school physical education in the anticipatory phase. Hannah tried to replicate this experience for her own students by adopting the teaching methods she had experienced herself as a child.

> ...remembering my dance experiences at middle school, and trying to apply them now. With gymnastics in Year 8 you always did a dance using one of the poles. When you're in Year 7 you always did a dance/acro. In Year 6 you always did equipment. So, I'm trying to engrain that here that they know what they're doing each year, and it's something to look forward to, instead of having to change it each year because the kids like consistency. (Hannah)

Hannah felt that there was a distinct lack of support in developing her teaching through continuing professional development, and as the 'expert', she had no peers to learn from in terms of furthering her pedagogical knowledge for dance. However, she did find solace in another female colleague who was physical education trained but situated within the schools' Senior Leadership Team. Hannah felt an affinity with her, which made her role at the time on interview bearable. Hannah often felt unappreciated with her efforts as they were not in the 'traditional' sporting arena. This demonstrates the significance of interdependent and intergenerational links.

> When I first started, I was never teaching at the same time that (name) was, because she was in the SLT on those days. Hence why I took her position as PE teacher on the other days, another day she'd be teaching here. So, the person that I could learn so much from, I couldn't learn from. The other PE teacher would be teaching his lessons and I'd be teaching my lessons and it's kind of get on with it, it wasn't really a support system as such. (name) would show me how she would teach the dance or how she would teach the gymnastics so I had a rough idea of how to go about it. She was great. I could approach

her at any time and say, “I’m a little bit unsure of how I would go about this”, and she was great. (Hannah)

Nora also had a background in and strength in dance. However, the department she worked in, like Hannah had strengths in traditional games. The excerpt below demonstrates how Nora adopted a pedagogy of necessity to feel an association with the rest of the physical education department when identifying her specialism. Much of her interview discussed her love of dance from early childhood, however she defined her specialism as netball. There is evidence to suggest that she has tailored herself to create a ‘best fit’ for the department. Rossi (2015) describes this as a strategy that PSTs on placement and early career physical education teachers use to survive.

> … myself, netball obviously. Teaching, netball rounders, trampolining, so I teach that here. Dance, but I haven’t done any dance this year. I mean I did take it as a major at uni, so I can teach GCSE so hopefully next year I should be teaching some. Which will be nice, but yeah, probably netball and rounders when you play for you, you actually take part in the sport, you can extent the high learners and the low learners. (Nora)

Adopting the orientations valued within the department can help new teachers feel accepted into the department and they can foster a sense of belonging. Nora describes her position clearly in her interview.

> we work really well, and we all have something to give, I mean (name 1) will do the netball, and then (name 2) does football, and we split the athletics and rounders, and we are a really good team. I feel valued, like when…it’s so important. Because we did a first parents evening, and because (name 1), she’s assistant head of year 11, so she was doing tours, and we did netball, so I led the netball and afterwards (Name 3) said you did so well today, and I was like, did I? And he said you just you are brilliant the way you just set up the

> netball and the Head saw, you smashed it, and I was like thanks! I was like all shy and he was like you did really well. And they were like oh, you are so good, and you fitted in well and I don't know, I'm kind of the link, because (name 2) has more the sort of…tomboy, and (name 1) is more girly, but I'm kind of in the middle. So, it's good. (Nora)

Like Nora, the interviews highlighted that NQTs, regardless of their route into teaching, really focused on their social standing within the department and seek affirmation and acceptance from peers and more senior staff. As demonstrated by firstly Hannah, who received this from a senior female staff member; and Nora, who also received this through the staff in her department, the need for acceptance has influenced changes in their subjective warrant and in their teaching behaviours.

As teachers become more experienced, their thoughts feelings and perceptions shift from their value within the department to their value within the school. Charles, an experienced teacher who graduated from an undergraduate course, described a situation where he could have easily have entered career frustration in the career cycle (Fessler and Christensen, 1992) as he did not feel that his work was valued by the schools' head teacher. However, he used the head teachers' feedback as a catalyst to allow him to gain more respect within his school and rise to the new challenges set for him following a period of career stability:

> I started to be involved a lot more with the pastoral side. I did a stint as Head of Department and then I thought I can't do that! I wanted more responsibility, I wanted a bit more out of the school, and then opportunities on the pastoral side came up and I got involved…having previously thought I can't do the head of year thing it would just be spending all day dealing with idiots and I just can't do it, I got more involved and I thought hang on a minute, this works here, and I really enjoyed it. I went for a head of year post

> and didn't get it. I was up against an NQT at the time and I didn't get it, and I was livid. I had quite a long conversation with the head, and I was like right, I am going to prove a point here. You are raising questions over things that I don't agree with here, so I am going to prove a point. So, I set out to prove my point for both sides really, both classroom and the pastoral side, and those questions like organisation was brought up. Well two weeks later he had a sports day plan on his desk, bearing in mind I had already organised one the previous year anyway. He then had it on his desk two weeks before; this is what your role is going to be in our bigger sports day; a whole day with all these different events going on. And he turned around and said, oh this is very organised. Yep, that's how I work. I just went out to prove myself. (Charles)

Having new challenges helped to prevent career frustration in cases such as Polly. Her habitus held children at the centre of learning rather than the sport activity focus underpinning the traditional curriculum valued in her school. Although she loved sport and competitiveness herself, she had a different agenda for her physical education teaching. To avoid career frustration, taking responsibility in another subject allowed her to grow as a professional albeit in a different direction. Furthermore, Polly gave insight into her situational and personal factors. Like Doris, motherhood has influenced her nurturing behaviours towards children. This is not mentioned amongst the participants who do not have children; consolidating the point that parenthood is a significant factor influencing change in the subjective warrant.

> I then got offered the role of PSHE, I wanted to be a pastoral person, I never wanted to be head of PE. And that goes back probably years to my early teens when I was looking after my siblings and it might even go back further than that. Where actually I was very much a nurturer. I'm a mum! I like to nurture and look after! So, I think I always wanted to follow the pastoral route, which is another reason why I haven't gone down the coaching specific

> route because I have wanted to do the head of year. I have applied for roles with that, haven't been successful, but by applying they have then recognised strength in other areas, so running the PSHE programme from year 7 to year 9, then taking it on with year 10 and 11, and being able to introduce it in sixth form, again it was a very staggered thing, I had three or four years of running it in year 7, 8, and 9, getting that plan completely up and running. (Polly)

All of the teachers regardless of their career stage needed some form of affirmation. Initially, this is at department level through PETE and on entering the organisational phase. As teachers become more experienced, there is a greater need for affirmation at school level. This dictates the pathway of the teachers and contributes to their career stage. Furthermore, it can be used to deflect away from career frustration.

5.7 Summary

All participants in the study entered the profession to promote physical activity for life in children. Their socialisation during the anticipatory phase informed their beliefs in how this could be achieved successfully. Often the practices in sport and physical education that ignited those feelings in the participants themselves during this phase were perceived to be effective and therefore replicated in order to achieve the same results amongst their own students. Changes were influenced by who the participants perceived as influential in their careers and their alignment with the group habitus within the department. This personal factor further impacted on their situational position within the department and the school. Opportunities and decisions were dependent on how they felt about the circumstances they were working within; often making change to avoid career frustration.

PSTs and NQTs noted a real disconnection between teaching knowledge gained in university and the teaching knowledge required in schools. This included practical knowledge of the major games that dominated the traditional curriculum. Often, PSTs and NQTs are reliant on mentors and coaching courses to enhance their knowledge. Moreover, NQTs reported that this had a significant impact on how they delivered their practical sessions.

NQTs and ETs all recognised the increased amount of administration required for teaching. Experienced teachers in particular noted how much the role of a teacher has changed. Teaching in now a small part of the job as a whole. Teachers are expected to be social workers, financial managers and human resource managers to name but a few. They also reported that there are far more restrictions on what they can provide. The paperwork becomes so time consuming that extra-curricular activities are becoming more limited. In addition to this, the academicisation of physical education and the speed at which examination physical education has changed and been implemented has destabilised the confidence and perceived competence in its delivery. However, regardless of these changes, personal qualities are still considered to be the most important trait for teaching physical education.

Over time, children became more central to teaching. Where some PSTs were driven by a continued association with sport and their perceived ability to work well with other people, the more they work with children on a daily basis, the more prevalent the love of working with children became. Furthermore, teachers were influenced by situational and personal factors outside of the physical education field. Parenthood and taking responsibility for someone other than oneself impacted on the teaching attitudes and behaviours of all teachers; namely, in behaviour management and pastoral care.

Teachers' thoughts feelings and perceptions towards their accountability changed. NQTs noted the shift in accountability during transition between being a PST and becoming an NQT. They felt more responsibility for their options and had more ownership over their planning and teaching due to a big difference in the monitoring and support given. ETs were held accountable for themselves and for others, dependent on their job role and responsibilities.

Finally, all teachers in the study needed affirmation. PSTs gained this from their mentors, NQTs gained this at department level, and ETs looked to achieve this at school level. When affirmation did not occur, teachers would enter the career frustration stage. Some ETs took other career paths within education to give them renewed energy and new challenges. This was evident in teachers with an innovative orientation who were located in a department that was dominated by a custodial approach to teaching.

Teachers entered physical education to facilitate children into actively engaging in a physically active life and the want to teach is still the reason for doing so. Teachers' views change over time as their accountability adapts and who they seek affirmation from changes as they become more confident. Academicisation and administration within physical education contribute to the situational factors influencing the subjective warrant and teachers' fields outside of physical education will a) impact on their career stage and b) impact on their attitudes and teaching behaviours. Children become more central to teaching physical education over time.

Chapter 6 **The Impact of the Subjective Warrant and Changes to Teacher Behaviours Over Time**

6.1 Introduction

This chapter is the third of three results chapters. Drawing from Borko and Putnam (1996) who suggest that teacher beliefs impact on teacher behaviours in the classroom; chapter six examines how the changes in the subjective warrant over time are explicitly translated through the teachers' Needs-Supportive Behaviours (Haerens et al, 2011) and impact on behaviour during the organisational phase. The subjective warrant helped to illuminate the teachers' position on the continuum between having a more custodial or innovative approach to teaching. In this chapter I will examine the changes in behaviours over time in class and the impact of the personal, situational and societal factors influencing the subjective warrant. This will be examined by comparing NQT teacher behaviours to ET teacher behaviours, with the aim to identify the extent to which the behaviours reflect the desire for teachers to move towards innovation by referring back to the interview data generated in chapter 5. This will be examined through the teachers' engagement with the students in their class and how they make use of needs supportive behaviours to reach their overarching claim that they feel that they must encourage *all* learners to value and lead a physically active life; a key feature in the interviews when discussing what they believed was the purpose of physical education.

As outlined in chapter three, the System for Observing Needs-Supportive Interactions in Physical Education (SONIPE) was used to rate needs-supportive teaching behaviours; autonomy, structure and relatedness. This chapter presents the analysis of this data comparing the results of the ETs and the NQTs, thus considering the extent to which their behaviour mirrors the changes to the

subjective warrant as discussed in previous results chapters. The results from the independent samples t-test are presented in conjunction with the qualitative data generated via the interviews and the field notes were used to explain the results from the SONIPE observation tool and add context (Horn, 2011). The results from the 20 needs supportive behaviours categorised under autonomy, structure and relatedness were coded at five minute intervals during the lesson. The chapter is structured around the three constructs. Inconsistencies between the subjective warrant of ETs and NQTs as described in chapter 5 and their practices recorded using the SONIPE tool are examined in this chapter.

6.2 Autonomy

The table below presents an overview of the summary statistics for the autonomy related behaviours demonstrated by teachers 1year (NQT) and 5+ years (ET) post qualifying. Behaviours 1-5 included 1) asking questions about interests, problems or wishes; 2) nurturing interests, problems and wishes of pupils; 3) offer choices; 4) deliberately provide pupils with the opportunity to experiment and autonomously try out and practice an exercise; and 5) explain why some ideas are important and need to be completed in a certain way. This allows teachers to gain insight into pupils' thoughts and wishes but also to identify whether teachers take the interests, thoughts and wishes into consideration during the lesson. As outlined in the literature review, choice should ideally be offered in relation to pace, order, difficulty and content (Haerens et al, 2011). Autonomy supportive teachers should involve pupils by giving them opportunities to experiment and problem solve using the content. Similarly, teachers need to ensure that students are informed about why an activity or task is important. In the previous chapter ETs and NQTs highlighted the importance of encouraging all children to value and engage in physical activity for life. This issue was prevalent amongst both ETs and NQTs. Both groups believed that sport was central to this based upon their own experiences in school. Children being the central focus was more prevalent

amongst older NQTs that already had a family of their own and ETs who noted a shift in attitude as their own personal familial circumstances changed. The above questions surrounding autonomy measured the extent to which this was emulated in practice.

The table below illustrates the characteristics of the autonomy behaviours for NQTs and ETs.

Table 6.1: Autonomy behaviours for NQTs and ETs

Behaviour	NQTs	ETs
	Mean (St. Dev)	Mean (St. Dev)
1	1.55 (0.81)	1.66 (0.37)
2	1.53 (0.81)	1.61 (0.29)
3	1.31, (0.89)	1.23, (0.44)
4	1.72, (0.90)	2.10, (0.48)
5	1.39, (0.81)	2.03, (0.35)

Collectively, the ETs results display a lower standard deviation in comparison to the higher standard deviation of the NQT group. This indicates more consistency in practice amongst the ET group. Although there were no statistically significant differences between NQTs and ETs in terms of these behaviours, it is notable that on all bar behaviour 3, the ETs were scored higher. It is also evident that the standard deviation for this group was lower than the NQT group.

The data highlighted that there was no significant difference in the number of incidences of behaviour 1 (asking questions about interests, problems and wishes) ($t = -0.332$; $p = 0.747$) occurring between NQTs and ETs. However, within the participant groups there was a large

variation in the extent to which the teachers asked their pupils questions about their interests, problems and wishes. For example, in the lesson with Nora, an NQT, only six out of eleven 5 minute segments were coded as including her asking questions about the pupils' interests, problems and wishes (see appendix 11, Nora). To contextualise the lesson being observed, the school is positioned in a low socio-economic area. The observation notes of this lesson illustrate the co-operative nature of the lesson with students leading the game being played while Nora supported the officiating. Perhaps given the cooperative learning structure, it is therefore unsurprising that fewer incidents of asking questions about the pupils' interests, problems and wishes were evident. In addition, observations taken from the memo at the time highlight that Nora's expressions of interest in the pupils happened before the lesson commenced and coding began. The majority of the important conversations occurred in the changing room and during the walk over to the field.

> **…**conversations between Nora and pupils not physical education related occurred in the changing rooms and on the way to the lesson on the field. Non – doers chilled out in the sunshine and were not really involved in the lesson. There was no real objective as such. The girls played rounders. One boy in the class. According to Nora he felt more comfortable around girls due to his emerging sexuality... Chats to non– doers about wearing sun-cream and sun safety rather than engagement in the lesson. (Observation notes: Nora)

On the other hand, Mia scored a 2 in seven of her nine 5 minute intervals and scored a 3 in the remaining two 5 minute intervals for asking questions about interests, problems or wishes (see appendix 11, Mia). Her interview notes highlighted she had a particular interest in athletics, the activity being taught. Given the more custodial approach to her teaching witnessed during the lesson, there were far more opportunities for her to interact with the pupils and ask them

questions. The focus on the activity in interactions with the pupils is also reflective of her reasons for entering teaching; she wanted a continuation of sport.

> Decided during school that this was the career choice for her. Love of sport was her motivation primarily, and love of working with children came second. During her QTS interview she said that she said all the right things such as wanting to make a difference to children's lives, however she admits that this wasn't really the case until she actually started teaching. She loves working with children and now genuinely wants to make a difference. She loves practical, loves teaching. (Interview notes: Mia)

Mia's later appreciation of wanting to make a difference in children's lives demonstrates how her subjective warrant changed over time. Although she demonstrated a more custodial approach to teaching in her lesson, her interactions and genuine interest in the thoughts and wishes of the children she taught reflects this change in her subjective warrant.

Behaviour 2 (nurtures interests, problems and wishes of the pupils) ($t = -0.260$; $p = 0.800$) showed no significant difference in the number of incidences of behaviour between NQTs and ETs. Interestingly, the mean scores were very similar to behaviour 1 (asking questions about interests, problems and wishes). For participants in both categories, behaviour 1 scores mirrored behaviour 2 scores. Perhaps this is somewhat unsurprising given the focus in behaviour 1 is on asking questions about the issues nurtured in behaviour 2. Both behaviours, if they occurred, were more prevalent in the first and last 5 minute intervals of the lesson (see appendix 11). James and Lianne, both ETs, demonstrated a higher score in behaviour 1 in comparison with behaviour 2. This would indicate that they take the time to ask questions, however they do not take the responses to heart and respond effectively to nurture them. However, the observation notes highlight differences in the approach to these behaviours. For example, James's lesson was very focused throughout,

therefore there was little space for general conversation. The observation notes taken during Lianne's session gives some insight into why the pupils problems may not have been nurtured;

> When they (pupils) didn't understand the game play, she blamed them. However, it may well be that without a visual demonstration of what it should have looked like, they might not have fully understood (Observation notes, Lianne)

Sian, another ET, had a minimal score throughout for behaviour 2 (nurturing interests, problems and wishes). According to the observation notes for her lesson, she only interacted in this regard with pupils that demonstrated a higher level of ability. According to Sian's interview, focussing on higher ability students was not noted; therefore, this was possibly not an intentional behaviour, but is an example of whereby teachers and coaches are not always accurate in the assessment of how they behave in lessons (Cope, Partington and Harvey, 2017).

> …during game play noticed higher ability student. Asked further questions regarding playing for a club outside of school. Encouraged attendance to lunchtime practices. (Observation notes: Sian)

Additionally, time constraints and other pressures surrounding the role of a teacher were a source of frustration for Sian. She alluded to this in her interview when she noted the fact that 'she loved teaching, but didn't like being a teacher'. The external pressures had changed her thoughts, feelings and perceptions surrounding teaching physical education, as noted in chapter 5. She did not feel that she had enough time to plan and support every child in her lesson.

Similarly, behaviour 3 (offers choice) showed no significant difference in the number of incidences of behaviour 3 ($t = 0.215$; $p = 0.834$) between NQT and ET participants. This was measured against the relevant choices offered to the group in relation to pace, difficulty, order of activity and

content. The ETs scored lower on this behaviour in comparison to the other autonomy support behaviours. The lowest ET scorer for behaviour 3 was Jeanne, who was teaching her examination physical education year 11 group her personally favourite activity, which is netball. Due to her background in netball coaching, she adopted a more custodial approach to supporting learning.

> The session is very much teacher led, and there is a lot of information giving due to the high subject matter knowledge of the teacher. There are lots of opportunities to score Needs-Supportive Behaviours due to more direct instruction and less facilitating. There is a lot of interaction with the students, however this is one way. (observation notes: Jeanne)

Given that this was a lesson preparing pupils for formal examination physical education, Jeanne focused on the examination criteria and ensuring that her group a) fully understood it and b) could gain the highest possible score.

> High focus on skill development and stick to the criteria for GCSE syllabus. The lesson is focused around this to get the highest possible score. Jeanne referred back to the criteria a lot. (Observation notes: Jeanne)

It was not uncommon for teachers to describe situational factors, such as examinations, as constraining the expression of their subjective warrant.

Michael, an NQT, held the highest score for behaviour 3. In contrast to Jeanne, he was teaching gymnastics to a year 7 class. Michael did not class gymnastics as his specialism and he felt limited by the equipment available to him. Michael organised the class so that they could work independently in groups on different stations so that he could focus on each group when they were on the larger apparatus.

> Teacher's focus during the activity was the trampette station. The rest of the class worked independently with teaching cards. Differentiation by group, challenge by activity on the trampette (Observation notes: Michael)

With no formal examination assessment dictating the content, Michael's lesson was more relaxed with pupils having more opportunities to make decisions for themselves based on the opportunities provided.

Behaviour 4 (Deliberately/ intentionally provides opportunities with the opportunity to experiment, to autonomously practice and exercise and collectively find solutions to problems) showed no significant difference in the number of incidences of behaviour 4 ($t = -0.941$; $p = 0.369$) between NQTs and ETs. Although the ETs scored a higher mean than the NQT teachers, in the ET group, behaviour 4 also had the highest standard deviation in comparison to the other autonomy support behaviours (0.48). However, this is not significantly higher than the other autonomy behaviours. Jeanne (2.89) scored a much higher mean than Sammy (1.5) throughout the lesson. After reviewing the individual teacher scores and the observation notes, Sammy's lesson was very functional and had a heavy focus on structure. Less time was given to the students to work independently and problem solve on their own, and often, Sammy gave the answer before the pupils had chance to respond to ensure pace.

> Over all the lesson has a significant focus on structure and pace…often opportunities for conversation…were quickly closed down (Observation notes: Sammy).

This does not match Sammy's thoughts, feelings and perceptions towards teaching. Chapter 5 noted the impact of external pressures on practices in teaching over time. Although teachers appeared to have a more innovative and child focused attitude towards teaching, the external

factors inhibit their innovation in teaching. When referring to attitudes towards teaching, Sammy drew attention to other teachers who had lost interest, and the importance of child focused teaching and how this has become more central to her as she has moved towards a different season in her personal life.

> I've seen it here, I see teachers that come in and you know they just can't be bothered, they're getting towards the end, retirement and it's such a shame because those children aren't getting what they should, which I think is so important, children pick up on things so easily and if they think "her heart's not in it", then they're going to think "why am I bothering as well?". So, I think you've definitely got to get across your love of it, to try and convince them as well.
>
> **What keeps you motivated to teach?**
>
> The children, the commitment of the children, the love of learning from the children and I think also, the stage that I am in life, going to start a family after we got married and I want my children to be taught by teachers that are inspiring as well, so I think it's really important to keep inspiring the children so it carries on and when I have parents evening and a parent comes and says, "My daughter wants to be a PE teacher just like you" …(Interview: Sammy)

Although she recognises the importance of 'teaching from your heart' and a child centred approach to teaching, she also noted the societal changes that have impacted on the situational factors influencing her subjective warrant within school;

> **What things would you change in teaching, if you could wage a magic wand?**
>
> I'd let teachers just get on with it, I think at the moment we've got so many things that are stopping us doing things that we want to.
>
> **For example?**

> The government and things that have happened, for example, I know more and more colleagues that are not doing trips or fixtures anymore because their head teacher said you can't do this and you can't do that, I just wish we'd be allowed to just get on with our job because at the end of the day, all you want to do is teach the children and a lot of things that are stopping us doing it. (Interview: Sammy)

Although children are a central feature of her thoughts, feelings and perceptions towards teaching, the situational factors have somewhat influenced her needs supportive behaviours in the classroom where a stronger focus on competence/ structure was evident over autonomy. The societal and situational factors impacted on her practice by moving her away from the child focus that she stressed was so important to her.

As described in relation to behaviour three, Jeanne's lesson structure facilitated plenty of opportunity to perfect the skills and practices needed for the examination and for pupils to reflect on their practices. Due to the custodial nature of the delivery, the pupils had high levels of interaction and discussion lead by Jeanne throughout the lesson.

> The more interactive the teacher is, the more coaching and less facilitating they are, the easier it is to score highly with the needs-supportive behaviours. More interaction therefore more opportunity to score because the interactions are between the teacher and pupil rather than pupil to pupil conversation (Observation notes: Jeanne)

Supporting Sammy's perspective, Jeanne also highlighted the importance of putting children at the core of her teaching. However, the external situational factors in school inhibited her ability to be more creative in her teaching although she has maintained the positive interactions with her students, which was evident in her lesson.

> Day to day, being in and out of that office, teaching, running around, organising things, you're running around like a headless chicken and sometimes you feel like there's more quantity goes on the quality and that upsets me…. I mean I've witnessed in various things where you've had lessons... Like I remember having a psychology lesson at school; you kind of got the impression the teacher just wasn't interested in you as a person. They just wanted you to get that grade, and it was a case of you were a statistic you weren't a person. Yeah so I think that's important. Again, like I say about the getting to know the kids and being a role model for them. (Interview: Sammy)

Behaviour 5 (offers a specific and sensible rationale) offered no significant difference in the number of incidences ($t = -1.582$; $p = 0.094$) between NQTs and ETs. ETs scored a higher mean average with less standard deviation than their NQT counterparts. This would indicate that the ETs are more consistent in behaviour 5 (offering a specific and sensible rationale). An example of this is in Sian's lesson.

> Sian asked her group to leave the rackets and balls alone whilst she was talking so that they could hear her and therefore make sure they knew what was being asked of them and how to carry out the task. (Observation: Sian)

The NQTs not only had a greater variance (0.81), they also demonstrated behaviour 5 (offers specific and sensible rationale) less. Nora's mean score for behaviour 5 was the least (0.14) of NQTs and Michael was the highest (2.27). Nora's lesson had far less interaction throughout other than Nora supporting the umpiring of the game. She was far more didactic in her instructions; for example, when asking pupils to place the rounders bat on the floor, she did not give a reason for this, she just gave the instruction. Michael was far more interactive with his group, particularly with the pupils he was working with on the trampette. Again, his lesson was more didactic in

nature. For example, he would give reasons for each of his instructions, or alternatively he would ask the pupils the possible results of their actions. This was facilitated through a continuous dialogue between himself and the pupils working with him. However, this was not with every child during the lesson, only with those working on the trampette.

To conclude, the impression of autonomy based observed Needs-Supportive Behaviours showed no significant differences in the number of incidences ($t = 0.100$; $p = 0.646$). Although none of the differences were statistically significant, there were subtle differences between the two groups such as a lower standard deviation amongst the behaviours bar behaviour 3 in the ETs and they demonstrated the behaviours more often. The lower standard deviation amongst the ETs indicates more consistency in their practice collectively. When the results are put into context using observations and interview findings, it was evident that situational factors may have played a more significant role than thoughts, beliefs and perceptions in relation to the subjective warrant. Examples of this included Sammy's mismatch between her core beliefs surrounding teaching and her autonomy supportive behaviours in class and while Nora's subjective warrant would indicate that she had an innovative attitude towards teaching, the group habitus of her department seemed to impact on her behaviours which she described as more custodial. Jeanne, an ET, is an example of a teacher who described a more innovative subjective warrant towards teaching, but this was not reflective in her lesson as she was limited by structures within the school such as time constraints and exam content. A higher consistency amongst the ETs in autonomy related behaviours is perhaps representative of their confidence in their knowledge of the students they teach and changing attitudes towards child - centred delivery when teaching, as highlighted in chapter 5.

6.3 Structure/ Competence

The table below (Table 6.2) presents an overview of the statistics for the structure/ competence related behaviours demonstrated by teachers NQTs and ETs. Behaviours 6-15 included 6) asks competence related questions about the exercises to avoid delivering redundant information as a teacher; 7) provide an overview; 8) Formulates lesson goals; 9) delivers concrete and clear instructions; 10) provides consequent feedback that aligns with previous instructions or the formulated goals; 11) the teacher provides differentiation by level of difficulty, provides challenging tasks for every pupil; 12) provides competence supportive feedback 13) encourages pupils; 14) offers physical help during the exercises 15) explicitly shows trust and confidence in the pupils' abilities.

Competence/ Structure Needs-Supportive Behaviours identify whether teachers are allowing children to feel secure in their learning environment by asking questions and allowing them to demonstrate what they know, thus promoting feelings of competence. The behaviours check that teachers are providing an overview and that pupils are aware of the expectations and what they are working towards during the lesson. Lesson goals should also be provided to facilitate this. Having clear instructions and demonstration allows pupils to feel confident in how to they can work towards achieving the set goals, and the feedback should align with all of the above to promote a clear pathway to achieving the goals. The behaviours measure differentiation of the activities to ensure that every pupil is catered for during their learning journey. Feedback should also support pupils' feelings of competence and the behaviours measure whether the teachers reward the positive aspects of pupil performance and to build confidence. The teacher should also encourage and enthuse pupils to put energy into their efforts and offer help to those who need it. Finally, the teacher should explain that he/she is confident in the pupils' abilities to engage in the

task. The table below illustrates the characteristics of the structure/ competence behaviours for NQTs and ETs.

Table 6.2: Structure/ Competence behaviours for NQTs and ETs

Behaviour	NQTs Mean (St. Dev)	ETs Mean (St. Dev)
6	1.38, (0.72)	1.72, (0.53)
7	1.26, (0.76)	1.89, (0.55)
8	0.98, (0.52)	1.81, (0.25)*
9	1.42, (0.85)	1.91, (0.31)
10	1.52, (0.76)	2.12, (0.33)
11	0.40, (0.66)	1.01, (0.45)
12	1.19, (0.61)	1.92, (0.44)*
13	1.53, (0.87)	2.30, (0.52)
14	1.06, (0.56)	1.24, (0.31)
15	1.20, (0.69)	2.02, (0.30)*

*Significant difference between NQTs and ETs

The ETs had a smaller standard deviation in structure/ competence Needs-Supportive Behaviours overall in comparison to the higher standard deviation from the NQT group. This indicates more consistency in practice amongst the ET group collectively. Behaviours 8, 12 and 15 showed significant differences between the two groups. The ETs demonstrated behaviours 8, 12 and 15 significantly more than the NQTs.

Behaviour 6 (Asks competence supportive questions about the exercises to avoid delivering redundant information as a teacher) showed no significant difference in the number of incidences ($t = 0.618$; $p = 0.371$) between NQT and ET participants. However, the ETs scored slightly higher (1.72) in comparison to the NQTs (1.38) indicating that they are more confident in checking pupils' knowledge and adapting the lesson to further develop their knowledge, skills and understanding, rather than adhering to the plan regardless of the pupils' current skills, knowledge and understanding. James, a teacher in the ET group demonstrated his wealth of experience in this when asking pupils questions during his GCSE lesson.

> Very traditional in organisation (skills, drills, game). Pupils are very aware of the lesson set up, more custodial orientated rather than MBP. However, the pedagogy/ facilitation is independent learning through excellent use of questioning…physical education through sport (Observation Notes: James)

In contrast, Doris, an NQT, asked her group very few questions about previous skills, knowledge and understanding in relation to the lesson objective.

> …there was little NSB demonstrated throughout…although the lesson had structure, the learning objectives and outcomes didn't really fully align, and there wasn't a lot of verbal input (Observation Notes: Doris)

Behaviour 7 (provides an overview) showed no significant difference in the number of incidences ($t = 0.479$; $p = 0.123$) between NQT and ET participants. Again, the standard deviation was higher for the NQTs in comparison with the ET demonstrating more variances in NQT group practice. The ET group demonstrated more consistency and gave more of an overview within the context of not

only the lesson, but where the lesson content was relevant within a game context or within an exam. A wider picture was given by ETs. Charles's lesson gives an example of this.

> Charles often related the skills to the game situation and offered different scenarios where the skill could be used… (Observations notes: Charles)

Behaviour 8 (Formulates lesson goals) showed a significant difference in the number of incidences of behaviour 8 ($t = 0.260$; $p = 0.02$) occurred more in the ET group compared with the NQT group. The purpose of this behaviour was to identify whether the teachers were formulating a concrete goal for the lesson so that the pupils fully understand the teachers' expectations. By supporting the lesson goals, teachers are nurturing and supporting competence because the pupils have a clearer understanding of what to pay attention to. The NQTs scored lower on this due to the fact that they clearly stated the lesson objectives at the beginning of the lesson, however, the goals are not clear for the course of the entire lesson. Michael, an NQT, chose a pedagogical practice that allowed his pupils to work independently. This meant that there was minimal guided reflection on the lesson goal throughout the lesson. The raw data for his lesson is evident in appendix 11.

> …the rest of the class worked independently with teaching cards… (Observation: Michael)

Hannah, an NQT, scored the lowest on this. She established the lesson objective at the beginning of the lesson, then the children worked cooperatively to reach the goal. Due to the nature of the pedagogical model she was using, there was little interaction between her and the students during the main body of her lesson.

> …10 – 15mins: pupils are working independently using jigsaw learning, therefore interaction (with the teacher) is minimal… (Observation notes: Hannah)

The ETs adopted a more traditional approach to teaching, which meant that there was a lot of interaction between themselves and the pupils. This provided a lot of opportunity to continually check for understanding and reiterate the goals and the purpose of the lesson. The ETs were explicit and direct in continually referring to the goals of the lesson and giving information on what the pupils needed to achieve this rather than work it out independently.

> In this instance, the students are being coached through the GCSE practical criteria. However, in terms of needs-supportive behaviours, Charles has a lot of 2/3 scores. The students are very much guided by the continuing instruction and instant feedback (in relation to the lesson goals). (Observation Notes: Charles)

It is also worth mentioning that the two highest scorers individually were teaching examination physical education.

Behaviour 9 (Delivers concrete and clear instructions) showed no significant difference in the number of incidences ($t = -1.396$; $p = 0.193$) between 1 year+ and 5 year+ participants. The ETs demonstrated more consistency in delivering concrete and clear instructions whereas according to the standard deviation, there is more variance in behaviour 9 amongst the NQTs. Jeanne and Charles, both ETs, as already mentioned, taught their lessons using a more custodial approach. Not only were they teaching their favourite sporting activity where the majority of their socialisation occurred in a sporting club environment, they were also teaching examination classes. The NQT group scored marginally lower overall. Michael scored the highest due to the fact that he was highly engaged with the trampette group in gymnastics. He adopted a more directed approach due to his lack confidence teaching gymnastics specifically, experience and issues with safety surrounding it. In contrast, Nora scored the lowest. Her communication during the lesson was

largely focused on umpiring, and due to the simplicity of the task (play the game), further discussion with pupils was limited.

Behaviour 10 (provides consequent feedback that aligns with previous instructions or the formulated goals) showed no significant difference in the number of incidences of behaviour 10 ($t = 0.191$; $p = 0.86$) between NQTs and ETs. The ETs scored a higher average than the NQTs. The standard deviation was also smaller, indicating more consistency across the group in relation to their practice. Jeanne, an ET, scored the highest average score (2.44) for behaviour 10. This is a reflection of how tightly she worked to the GCSE examination practical assessment criteria. Her subject knowledge was also very high. Her enthusiasm and knowledge for the topic really supported her ability to give her group a lot of feedback.

> …more interaction, therefore more opportunity to score [NSB]. Plenty of feedback given relating to the syllabus and how to score more. (Observation notes: Jeanne)

In contrast to this, Nora and Doris, NQTs, gave very little feedback to their groups. Nora helped to support umpiring of a game, which limited opportunities to score Needs-Supportive Behaviours. Doris's focus was on delivering the lesson rather than giving regular feedback.

> the lesson objectives and the outcomes didn't really align, and there wasn't a lot of verbal input [from the teacher] (Observation Notes: Doris)

Behaviour 11 (the teacher provides differentiation by level of difficulty; provides challenging tasks for every pupil) showed no significant difference in the number of incidences of behaviour 11 ($t = 0.573$; $p = 0.083$) between NQTs and ETs. The ETs demonstrated more incidences of differentiation. However, both groups had low scores for behaviour 11. Sian, an ET, demonstrated

her wealth of experience and knowledge of her pupils during her lesson. The following note from the observations captured this.

> 9 mins into the lesson, differentiated and personalised to students during the task. Fab with plenty of encouragement and interaction with individual students with a wide ability range, not just top and bottom students (Observation notes: Sian)

The guidance for the using the SONIPE tool identified 1 as the score for teachers who demonstrated differentiation but didn't necessarily challenge all pupils, or whereby students were obligated to pass through all stages/ progressions regardless of ability. Michael provided an example of this during his gymnastics lesson. Although he differentiated, the more able pupils still had to complete the basic movements before moving on regardless of their ability. This was therefore not deemed as a competence supportive environment according to Haerens et al (2011).

Behaviour 12 (provides competence supportive feedback) showed a significant difference in the number of incidences ($t = 0.832$; $p = 0.054$). Behaviour 12, which focuses on teachers providing feedback in a way that is really competence supportive. The more concrete it is, the more credible, occurred significantly more in the ET group compared with the NQT group. The ETs demonstrated a much stronger ability to provide feedback that gives pupils clear points on what they could do differently next time as well as what they did well, thus promoting feelings of competence. James's lesson provides a good example of this.

> All [pupils] engaged and discussing the questions asked…uses knowledge of the kids to complement them and build self-esteem/ confidence. 'use that swimming strength to throw that ball further and do you need to release the ball later or earlier? (Observation notes: James)

James's interaction is a good example of how he also used questioning to promote a competence supportive environment for his pupils by allowing them to work the answers out themselves by asking the 'right' questions. Chris, Jeanne and Sian also did this very well.

Behaviour 13 (encourages pupils) showed no significant difference in the number of incidences of behaviour 13 ($t = 0.316$; $p = 0.084$) between NQTs and ETs. However, the ETs had a higher average score overall for demonstrating this behaviour. Sammy, an ET, encouraged pupils by moving around the group and spent a lot of time working with her pupils individually. She had excellent knowledge of her pupils' names, which also helped her facilitate individual encouragement.

> The teacher had good name knowledge and this was used constantly throughout the lesson. She used this to encourage pupils individually. (Observation Notes: Sammy)

Sian, an ET, also demonstrated this.

> …fab with plenty of encouragement and interaction with individual students with a wide ability range (Observation notes: Sian)

In contrast, the NQTs would not always use pupil names and encouragement tended to be aimed at the whole group. Nora was teaching a different group to her scheduled one. Individual encouragement was therefore minimal.

> Not Nora's regular group. Don't really know them. Interaction with the group is minimal and she only really talks to them when enforcing the rules when helping with umpiring. (Observation notes: Nora)

Behaviour 14 (offers physical help during the exercises) showed no significant difference in the number of incidences ($t = 0.384$; $p = 0.493$) between NQTs and ETs. Although the teachers in both groups demonstrate very similar actions to support behaviour 14, the ET group were slightly higher with a slightly smaller variance. They all tended to give help regardless of whether the pupils indicated that they needed help. Sian, an ET, asked her group to ask for help if they needed it, but also circulated around the group and supported as and when she felt it was needed. In contrast, Mia, an NQT, predominantly gave teaching points to individuals as they performed. In this instance, the pupils' physical competence was considered, however they had little responsibility over whether they felt they needed help through identifying what they may need support with and asking for it. This was the key difference between the scores. The mean scores from both groups suggest that this is something both groups need to be more mindful of including when they are teaching.

Behaviour 15 (explicitly shows trust and confidence in the pupils' abilities) showed a significant difference in the number of incidences. Behaviour 15 ($t = 0.250$; $p = 0.055$) occurred more in the ET participant group compared with the NQT group (Table 2). The NQTs had a tendency to express confidence in the abilities of only one or some pupils. This behaviour was closely associated with how well the teachers knew their pupils. The ETs were very familiar with their students. For example, James, an ET, really demonstrated this.

> Uses his knowledge of the kids to complement them and build self-esteem. 'use that swimming strength…' James facilitates and validates, e.g. 'that's great leadership' he re – enforces the values. (Observation notes: James)

Charles, another ET, also demonstrated real knowledge of his students. He related to them personally, and used this to show his trust and confidence explicitly. His high level of interaction

through a more custodial approach ensured that he expressed his confidence in his group regularly throughout the lesson.

The NQTs in contrast scored lower on this. In some cases, this was due to lack of knowledge of the group (as already mentioned in Nora's case). Doris also had minimal verbal interaction with her group. Hannah, on the other hand, showed confidence in her group implicitly during her dance lesson.

> Pupils are working independently using jigsaw, therefore interaction with (Hannah) was minimal. (Observation notes: Hannah)

Innovative practises could not be scored using SONIPE. For example, Hannah used a pedagogical model whereby students worked independently. This implicitly shows that she had confidence in her group, however this could not be scored continually throughout the lesson as the pupils were working co– operatively to achieve the group goal. She did not need to reinforce her confidence in the group throughout the whole lesson because they were engaged and took ownership of their learning. Furthermore, in relation to the changing subjective warrant, the NQTs noted that there was a real disconnection between teaching knowledge gained in university and the teaching knowledge required for schools. This included practical knowledge of the traditional curricula. NQTs reported that this had a significant impact on how they delivered their practical sessions. Hannah's strength of knowledge as the dance specialist in her school gave her the confidence to deliver through a more innovative pedagogical practise; however, Nora expressed how difficult it was to be innovative without content knowledge in games. The higher scores amongst the ETs using the SONIPE observation tool indicate a more custodial orientation towards teaching due to the fact that the tool did not score innovative practices favourably. The interviews highlighted that the custodial practices were influenced by situational factors such as examination physical

education and the time constraints. The teachers indicated in the interviews that they wanted the time and resources to spend on more innovation in their teaching, however personal, situational and societal factors limited their ability to engage with this, particularly performance management, examination PE and time constraints.

6.4 Relatedness

The table below (Table 6.3) presents an overview of the statistics for the relatedness related behaviours demonstrated by NQTs and ETs. Behaviours 16 - 20 included 16) addressing students by their first name; 17) induces enthusiasm among pupils; 18) is empathetic; 19) offers demonstrations, is a model for the pupils, 20) puts energy into the lesson. The table below illustrates the characteristics of the relatedness behaviours for NQTs and ETs.

Table 6.3: Relatedness behaviours for NQTs and ETs

Behaviour	NQTs Mean (St. Dev)	ETs Mean (St. Dev)
16	1.50, (0.89)	2.26, (0.55)
17	1.42, (0.85)	2.06, (0.46)
18	0.72, (0.56)	1.30, (0.43)
19	0.68, (0.41)	1.29, (0.47)*
20	0.50, (0.34)	1.25, (0.62)*

*Significant difference between NQTs and ETs.

The ETs had a lower standard deviation in comparison to the higher standard deviation from the NQT group in behaviours 16-18. This indicates more consistency in practice amongst the ET group in these behaviours.

Behaviour 16 (addressing students by their first name) showed no significant difference in the number of incidences of behaviour 16 ($t = 0.570$; $p = 0.096$) between NQTs and ETs. However, incidences occurred more often amongst the ETs, who also had a lower standard deviation, indicating that there was less variance within this group. The ET group scored higher due to their demonstration of not only using the pupils' names to correct or criticise, but also show genuine interest or concern that did not directly relate to the lesson. Lianne, an ET, used her pupils' names consistently throughout the lesson, including with issues not related to the lesson. This was aimed at the majority of her class and not just a select few.

> There are a lot of instructions and interactions generally with the pupils. It is clear that she knows them as individuals. Lianne gives her thought process at 25-30mins and really shows her empathy towards the children. There is no code for this, however gives insight into what she is thinking as she is teaching. (Observation notes: Lianne)

However, this was not the case in Nora's lesson from the NQT group. There was very limited conversation in the lesson, and she did not use the pupils' names much other than to give instruction. Interestingly, the majority of the conversations happened with pupils outside of the lesson.

> Conversations occurred before the lesson in the changing room and during the walk over to the field (Observation notes: Nora)

This was a common observation amongst the teachers in both categories. Sammy, an ET, adopted this practise.

> Often opportunities for conversation outside of the lesson (matters relating) were quickly closed down and the focus point being the lesson. However, matters after the lesson were

> discussed, and Sammy gave her students time to listen to their queries. (observation notes: Sammy)

Behaviour 17 (induces enthusiasm among pupils) shows no significant difference in the number of incidences ($t = 0.227$; $p = 0.124$) between NQTs and ETs. This behaviour focuses on the way the teacher delivers the lesson content to induce enthusiasm. The ET group on average scored higher, and also had a smaller standard deviation, indicating that overall they were more consistent in demonstrating behaviour 17. The main difference between the scores is that the ETs not only put a lot of effort and energy into the lesson and expressed this through body movement, language and large gesticulations; they also share their personal passion and enthusiasm by putting including variation in intonation, volume and pace when they were explaining something. Jeanne (2.78) and Charles (2.38) scored the highest in their group. However, both were teaching their favourite sport and used a more custodial approach in delivery.

> There are lots of opportunities to score NSB due to more direct instruction and less facilitating…There is lots of information giving due to high subject matter knowledge of the teacher (Observation notes: Jeanne)

Charles's observation notes recorded a similar message.

> Very much a coached session with a lot of enthusiasm and feedback. SONIPE is very much a 'coach' orientated tool if we are identifying teachers as more facilitators. This is demonstrated through the lack of or minimal differentiation. In this instance, the students are being coached through the GCSE practical criteria. However, in terms of needs supportive behaviours, Charles has a lot of 2 and 3 scores. The students are very much guided by continuing instruction and instant feedback. Need to identify the difference between coach and teacher characteristics. (Observation notes: Charles)

In contrast, Hannah, and Nora, NQTs, adopted a very different pedagogical approach in their lesson. Nora did not really share her personal passion. She helped to umpire the game and there was little further interaction. As previously mentioned, Hannah used jigsaw learning to underpin her dance lesson. This meant that interactions between her and pupils were minimal throughout the lesson. Her enthusiasm was therefore not explicit and therefore it could not be scored.

Behaviour 18 (is empathetic) showed no significant difference in the number of incidences of behaviour 18 ($t = 0.216$; $p = 0.072$) between NQTs and ETs. This behaviour is scored on the teachers' ability to see the world through their pupils' eyes and understand their world. Secondary to this, in order to achieve a higher score, teachers need to demonstrate that they can take the initiative to react empathetically by proactively taking into account pupils' feelings. For example, pre-empting pupils' feelings regarding exams and planning their lesson accordingly to reduce pressure or stress. None of the teachers scored particularly well for this behaviour. Participants across both groups reacted after the event as opposed to showing evidence of pre–empting. However, the ETs scored marginally higher with smaller variance. An example of this behaviour was during Jess's lesson.

> Jeanne noticed that the students were feeling tired and would adjust her lesson accordingly to meet their needs. She also empathised through mentioning a match they had had the night before. (observation notes: Jeanne)

Behaviour 19 (offers demonstrations, is a model for pupils) showed a significant difference in the number of incidences of behaviour 19 ($t = 0.344$; $p = 0.042$) between NQTs and ETs. Incidences occurred more often in the ET category. This significant finding highlights the significance of the teaching approach used to deliver physical education lessons. This behaviour measures the direct

instruction given to pupils by their teachers and how they then further support this direct instruction. In the NQT category, as previously mentioned, Michael and Hannah in particular used pedagogical models that promoted independent learning and used a more constructivist approach this is reflected in their low average scores individually for this behaviour. Likewise, Nora had little need to demonstrate in her lesson. However, more custodial approaches were used in the ET group. Charles and Jeanne in particular coached their pupils through the necessary requirements for their GCSE practical examination. They therefore scored much higher than their NQT counterparts. Sian also gave a lot of demonstration in her lesson, and adopted a more teacher led approach in her lesson.

> Eye contact and voice were used a lot to engage pupils. Quick short sharp practises related to the game were used to maintain interest, and these were supported by demonstrations by Sian. Fab with plenty of encouragement and interaction with individual students with wide ability range, not just top or bottom students (Observation notes: Sian)

Behaviour 20 (puts energy into the lesson) showed a significant difference in the number of incidences of behaviour 20 ($t = 0.083$; $p = 0.025$) between NQTs and ETs. Incidences occurred significantly more often in the ETs. In order to score well in this behaviour, teachers need to physically participate with the students. A lower score would be given by teachers helping with placing equipment etc. As with behaviour 19, this is only really conducive to those teachers who adopt a more custodial pedagogical approach. Jeanne and Charles, ETs, had the highest mean scores individually (See appendix 11). As already discussed, their approach was custodial to meet the requirements for GCSE PE within the time constraints imposed by the school. Charles's class in particular was relatively small. He therefore joined in and played with the pupils to balance the numbers and create opportunity for his pupils to practice what they needed in order to score well in the GCSE syllabus. In contrast, as evidenced in the previous behaviours, the NQT teachers did

little demonstration and facilitated learning rather than giving direct instruction. Jeanne and Charles were representative of how a more custodial approach was needed to meet the requirements of examination physical education. The teachers noted changes to their subjective warrant due to time constraints and meeting examination criteria as well as the increasing administrative responsibilities and the wider role of the teacher.

6.5 Overall Impression of Behaviours

The overall impression of behaviours throughout the lesson is recorded within SONIPE by the observer. These overall scores correlated with the significant differences identified in the individual behaviours. The table below illustrates the overall impression of behaviours for NQTs and ETs.

Table 18: Overall impression of all behaviours for NQTs and ETs

Overall impression	NQTs Mean (St. Dev)	ETs Mean (St. Dev)
Autonomy	1.61, (0.85)	1.78, (0.34)
Structure	1.44, (0.74)	2.15, (0.27)*
Relatedness	1.21, (0.69)	1.93, (0.36)*

*Significant difference between NQTs and ETs

No significant difference in the number of incidences of behaviours supporting autonomy including behaviours 1 - 5 ($t = 0.100$; $p = 0.646$) between year NQT participant group compared with the ET group.

Significant difference in the number of incidences of behaviours supporting structure including behaviours 6-15 ($t = 0.119$, $p = 0.102$) occurred more in the ET group compared to the NQT group.

Significant difference in the number of incidences of behaviours supporting relatedness including behaviours 16-20 ($t = 0.172$, $p = 0.084$) occurred more in year ET group compared with the NQT group.

6.6 Summary

The impression of autonomy based observed Needs-Supportive Behaviours showed no significant differences in the number of incidences ($t = 0.100$; $p = 0.646$). Although none of the differences were statistically significant, there were subtle differences between the two groups such as a lower standard deviation amongst the behaviours bar behaviour 3 in the ETs and the ETs demonstrated the behaviours more often. The lower standard deviation amongst the ETs indicates more consistency in their practice collectively. Autonomy was the least showing needs-supportive behaviour. Teachers demonstrated limited efforts to engage in finding out information regarding student interests, wishes and preferences. However, this was demonstrated with students who had been identified as having high physical competence.

The impression of structure based observed Needs-Supportive Behaviours demonstrated that the ETs had a smaller standard deviation in structure/ competence Needs-Supportive Behaviours overall in comparison to the higher standard deviation from the NQT group. This indicates more consistency in practice amongst the ET group collectively. Behaviours in 8, 12 and 15 showed significant differences between the two groups. The ETs demonstrated behaviours 8, 12 and 15 significantly more than the NQT teachers. Behaviour 8 identified whether the teachers were formulating a concrete goal for the lesson so that the pupils fully understand the teachers'

expectations. By supporting the lesson goals, teachers are nurturing and supporting competence because the pupils have a clearer understanding of what to pay attention to. The NQTs would set the lesson goal at the beginning of the lesson, however this was not always referred back to throughout the lesson. For behaviour 12 the ETs demonstrated a much stronger ability to provide feedback that gives pupils clear points on what they could do differently next time as well as what they did well, thus promoting feelings of competence. There was a greater degree of variation amongst the NQT teachers who demonstrated this behaviour far less. The results of this can be viewed in two ways. The first is that the more experienced teachers are more confident in the activities they are teaching and have a better overview of the individual needs within the class. The other explanation is that two of the NQTs used models based practice in the minor sports within their lesson. They demonstrated a more innovative approach which explained the lower scores for this behaviour. Student-centred teaching witnessed in the lesson meant that the students feedback to each other and the teacher facilitates rather than give direct instruction, therefore there was limited opportunity to score this behaviour. However, the ETs all held a more custodial orientation; particularly in games that they had been actively involved in themselves. Two of the lessons filmed were GCSE practical lessons. The assessment criteria significantly affected the teaching of the lesson as skills needed to be reproduced using set techniques to gain the higher possible scores. The learners were passive in these incidences and the sessions were very teacher directed. Behaviour 15 related to teachers expressing confidence in their students. The NQTs had a tendency to express confidence in the abilities of only one or some pupils. This behaviour was closely associated with how well the teachers knew their pupils. The ETs had much better knowledge of their pupils as all of them had worked with their pupils for a long time. The NQTs were just starting to get to know them.

The impression of relatedness based observed Needs-Supportive Behaviours demonstrated by the ETs had a lower standard deviation in comparison to the higher standard deviation from the NQT group in behaviours 16-18. This indicates more consistency in practice amongst the ET group in these behaviours. The ETs demonstrated behaviours 19 and 20 significantly more than the NQT teachers. Behaviour 19 measured the direct instruction given to pupils by their teachers and how they then further support this direct instruction. As already mentioned, two of the NQT teachers used models based practice in their sessions, therefore direct instruction was minimal and could therefore not be scored. In order to score well in behaviour 20, teachers needed to physically participate with the students. A lower score was given for teachers who helped with placing equipment etc. As with behaviour 19, this is only really conducive to those teachers who adopt a more custodial pedagogical approach.

After examining the scores and the field notes relating to my observations, ETs were consistently more custodial in their approach to teaching, had more confidence in delivery and knew their pupils better. As already highlighted in the previous chapter, the participants in the study wanted to be able to inspire all children to lead a physically active life by finding a sport that they can enjoy and engage in outside of school. There is a close relationship between the teachers' association with feelings of success within sport and how this motivated them to lead a physically active life. Often, the pedagogical practices witnessed and experienced during the anticipatory phase through the 'apprenticeship of observation' (Lortie, 1975) in the physical education environment and sports clubs, gave teachers justification for adopting the practices they experienced themselves during the anticipatory phase. Although both the NQT group and the ET group entered the classroom with the intention to inspire *all* children to lead a physically active life, situational factors in particular limited the teacher's ability to explore innovative practice,

However, reassuringly, the NQTs were entering the profession with the confidence to experiment with innovative practices when they had the content knowledge and confidence to do so. ETs reported that they were very comfortable with their teaching, and they perceived development as taking on more leadership roles within the wider context of the school, indicating that less time was spent on developing innovative teaching practices in the classroom. Additionally, the volume of administrative tasks leaves little time to experiment and focus solely on the teaching and being a teacher is now perceived as more than teaching in class. Situational factors influencing the subjective warrant such as performance management in schools and examination physical education also influenced the way they taught. Furthermore, other external factors also that influenced a change in thoughts, feelings and perceptions towards teaching such as having a family. ETs delivered confident custodial orientated lessons in traditional games that scored well using the SONIPE tool. Expressing an interest in pupils' interests and wishes was saved for those with high physical competence, effort and enthusiasm, as highlighted in the subjective observations.

Interestingly, the lower scores from the NQTs in autonomy indicated attempts to try more innovative pedagogical approaches in the minor sports. The SONIPE tool did not account for less custodial, teacher directed practices. By using a constructivist approach such as Models Based Practise and promoting active learning in lessons may provide an avenue through which teachers can teach in an autonomy supportive way. However, the tool was not conducive to recording students supporting each other rather than relying on the teacher. Teacher directed behaviours scored more favourably with the tool. Generally, teachers need to be more needs supportive in each of the needs supportive dimensions. There is a need to develop a needs thwarting behaviour tool to accommodate a deeper exploration of dysfunctional motivational dynamics in PE which

lead to marginalisation. In relation to my study, the non-relatedness and non-autonomy supportive behaviour towards students with low physical competence needs further attention. During the interviews, NQT teachers identified a shift in the perceived level of responsibility they have now that they can enter the classroom and teach without their mentors. The interview data suggested that this has given them freedom to explore their practices more freely; however, a lack of knowledge in some activities has limited their ability to experiment with more innovative pedagogies. Furthermore, emulating the more custodial approaches has given them higher status in the department when the department itself value a more custodial approach to teaching; as in Nora's case.

Chapter 7 **Discussion**

7.1 Introduction

In this chapter I will discuss the findings of this study investigating a) the extent to which the concept of the subjective warrant might remain an adequate means of determining the basis for an individuals' decision to become a physical education teacher, b) what changes to the subjective warrant teachers identify over time, and c) how a teacher's subjective warrant impacts on teacher behaviour over time by measuring and comparing NQTs with ETs Needs-Supportive Behaviours. The study includes further consideration of the stringency of the subjective warrant, testing the factors influencing the subjective warrant to identify the subjective warrant of pre –service teachers (PSTs), teachers with 1+ year teaching experience (NQTs) and teachers with 5+ years of teaching (ETs), and examining the changes to the subjective warrant over time from the professional phase through to the organisational phase. Furthermore, the findings from the observations of Needs-Supportive Behaviours demonstrated by teachers in physical education lessons have also been discussed; providing a unique critique of the observation tool itself and insight into how the changes over time have impacted on teacher behaviours and how these behaviours can contribute to recruitment into the field. Bourdieu's (1979) concept of habitus field and practice have been used as a thinking tool to give unique insights into this investigation.

7.2 Outline of key findings

The findings have been divided into eight key sections and are aligned to the research questions in order to fully answer them. Each key finding within the relevant section is critically discussed to give insights into occupational socialisation and the subjective warrant of physical education teachers.

7.3 The Currency of the Subjective Warrant in 21st century Physical Education

Using occupational socialisation as a theoretical framework (Zounhia, 2009; Richards and Templin, 2012) and the notion of habitus, field and practice as a 'thinking tool' (Bourdieu, 1979), the subjective warrant was critically examined in two ways to ascertain its currency for 21st century physical education. The first was to examine its stringency by testing the factors that influence the subjective warrant as defined by Dewar and Lawson (1984). The second was to establish the subjective warrant of individuals entering the field to identify any significant changes from the seminal work of Lortie (1975) and Dewar and Lawson (1984).

This study highlighted that careers advice for entering physical education teaching via the school's careers advice service and outside agencies was very limited. This finding was unexpected because of the rigorous guidelines placed in schools to ensure high quality and comprehensive services. The results from the study suggest that potential recruits are not receiving information from the careers services provided.

Building on the teacher socialisation literature that recognised the anticipatory phase as the most influential (Hutchinson, 1993); the 'apprenticeship of observation', originally described by Lortie (1975), continues to be a major contributory factor for entering the profession. Woods et al (2016) and Richards and Templin (2014) outlined how physical education teachers play a positive influence in recruiting the next generation. However, this study highlighted how they are also the gatekeepers to the profession and set a stringent warrant of their own for career entry built on their own habitus and practices within the physical education field. This was facilitated through the selection of potential recruits who fostered the attributes valued in the field; physical competence, effort and enthusiasm.

While prior studies have shown that the subjective warrant for teaching is permissive (Lortie, 1975); meaning that entry into the profession was easy in comparison to occupations with more stringent warrants such as law and medicine, this study has highlighted a more complex understanding of this permissiveness and will be discussed in the following sections.

7.4The Stringent Warrant During Statutory Education

The subjective warrant 'consists of each persons' perceptions of the requirements for teacher education and actual teaching in schools.' (Lawson, 1983a, p6). The subjective warrant is conceived long before a person enters a PETE programme (Doolittle, Dodds and Placek, 1993). Belka, Lawson and Lipnickey (1991) further identified the subjective warrant as a person's self-assessments weighed against the perceived requirements of occupational choice.

Researchers in teacher socialisation have paid less attention to the anticipatory phase than any other phase (Templin et al, 2016) in understanding the subjective warrant. This study makes a unique contribution to this particular body of research by paying specific attention to the recruitment processes for physical education in the anticipatory phase. The perceived requirements are built upon the physical education teachers' habitus for teaching physical education. Their habitus has been developed through sustained and repetitive practices within multiple social fields (Brown, Morgan and Aldous, 2016). The inherent physical, emotional and cognitive values held towards the social world within physical education provides guidance for the perceptions of how one should behave in the field. This study encapsulates the importance of the personal traits perceived as necessary for teaching physical education by the physical education teachers themselves. They are: physical competence, effort and enthusiasm. These traits are valued in the field and therefore provide the template for building strong relationships between

potential recruits and the physical education teachers, who selected them using this criterion. In this study the personal, situational and societal factors that influence the subjective warrant were used to understand how individuals fostered the values of physical competence, effort and enthusiasm that ensured recognition from their physical education teachers. The results from this study further support the idea that parents play a significant role in developing physical competence through activities outside of school by providing funding and access to opportunities. This resonates with the other research in the field (Mcguire and Collins, 1998; Suen, Cerin and Wu, 2015) that significant others are the primary driving force within the earliest stages of development of one's habitus. The habitus then acts as a catalyst in the formation of the subjective warrant for teaching physical education.

Furthermore, interdependent links (Green, 2002) and intergenerational links (Brown, 1999) have contributed to recycling the traditional curriculum that dominates physical education (Capel and Whitehead, 2013). The results of this study indicate that high physical competence, effort and enthusiasm in games as sport are valued above those who participate in other activities. Many of the participants were heavily involved in the sports that were given priority in the traditional curricula. Charles had an affinity with his physical education teacher because of his love of basketball and Harriett had a love of games generally. Although her physical competence was good, her enthusiasm and effort was the factor that got her noticed. 'Hannah' and 'Nora' had high physical competence, effort and enthusiasm in dance and gymnastics which was perceived by them as not valued as highly by their physical education teachers in upper school, therefore their physical education teachers did not notice them as potential recruits. They were socialised outside of the physical education environment. This is elaborated on in chapter four. A possible explanation for this might be that the majority of physical education teachers in the field have participated in and have a love for games as sport themselves.

This study makes an explicit connection between the physical education teacher's habitus and values embedded within it and the potential recruits' habitus and their values. A habitus built around sport was still very dominant in physical education and the participants of this study were heavily influenced by their own sporting experiences inside and out of the field; supporting the previous research of Curtner-Smith (2001). If the habitus between teachers and potential recruits aligned, then a basis was provided through which positive and meaningful relationships were formed. The study illuminated how having similar interests and attributes contributed to a potential recruits' sense of belonging within the physical education field long before entering the profession. Another important finding was that the process of the potential recruit identifying themselves with their physical education teacher rather than the general teaching characteristics of the profession is perceived as most important to the participants. This contributed to the sense of belonging. Relationships between the physical education teachers and the potential recruits may be explained by Bourdieu (1990), who indicated that the behaviours of an individual will be viewed positively as long as they conform to the practices already embedded within the physical education field.

Once potential recruits have been selected by their physical education teachers, opportunities to work with children in a sporting environment are offered. This often complements work in other sporting environments. Those who are not selected pursue opportunities through other sporting environments only. At this point, the subjective warrant becomes more personal and therefore permissive. The measures potential recruits set to test themselves against will be based on their own perceived qualities.

Participants in this study entered the profession because they enjoy working with children, they want to provide a service to society, have a continued association with sport, have strong interpersonal skills and can provide a positive learning environment. These reasons are in agreement with the seminal works of both Lortie (1975) and Dewar and Lawson (1984) They are also the measures that potential recruits measure themselves against when testing their conceptions of occupational choice.

The results of this study further support the notion that wanting to teach becomes the reason for doing so and potential recruits will tailor their measures to suit their personal strengths. Potential recruits sought out opportunities to try what Lortie (1975) described as their surgeons' hands. For the purposes of this study, this was termed 'testing one's conception of occupational choice'. This supports the earlier studies where potential recruits spend over 13,000 hours engaged in an 'apprenticeship of observation' (Lortie, 1975; Graber, Killian and Woods (2016) assessing the perceived attributes needed to be successful within the profession.

Building on this idea, PSTs in this study who had good relationships with their physical education teachers relied on them for affirmation. Those who did not foster meaningful relationships relied on coaches in sports clubs, the children they taught and feedback from children's parents for affirmation that they had the right qualities to become a physical education teacher.

Curtner-Smith (2016) defined two categories of pre-service teachers; early deciders and late deciders, and highlighted that more research was needed on identifying whether the subjective warrants of each of these categories were more or less resistant to change. Although this study does not answer this question directly, the findings of this study give some initial insights into the stories behind the early and late deciders and their journeys into teaching physical education.

The results indicate that the opportunities of the majority of early decider potential recruits are driven by the physical education teachers themselves. This result is likely to be related to the fact that they fostered the personal attributes valued by the physical education teacher in games as sport; namely physical competence, effort and enthusiasm. The interests and values shared between the physical education teacher and the potential recruit imply that they share what Bourdieu (1984a cited in lisahunter, Smith and Emerald, 2015) termed as a group-habitus; built during the 13,000 hours of apprenticeship of observation.

However, on the question of the late deciders, many did not have a meaningful relationship with their physical education teacher. This lack of relationship had different causes. The first was due to having high competence, effort and enthusiasm in activities outside of the traditional curriculum, and therefore did not foster a habitus that was perceived as a 'best fit' for physical education by the physical education teacher. Furthermore, the consequence of this was that they were not socialised through physical education.

The NQTs and PSTs recalled how they 'filtered' information given to them by their physical education teachers. As potential recruits, the participants looked to fulfil their preconceived ideas on whether they can meet their ambition to teach physical education. They only focused on those around them who will allow them to fulfil their self-conceived ideology of what success looks like in the classroom. Children and other adults alike who were not aiding this fulfilment were side lined for those who do. Holly's experience is an example of this. In chapter four, her school experience was described as less than favourable. However, she sought recognition and affiliation through coaches at her sailing club, the parents of the children she worked with who encouraged her to become a teacher and the meaningful relationships she built with the children. This adds

another dimension to Borko and Putnam (1996), who suggest that teachers will 'filter' the information given to them during the professional phase to suit their beliefs. They noted that this influenced their teaching behaviours in the professional phase. Filtering occurs during the anticipatory phase to allow potential recruits to test themselves against their perceptions of what is required for teaching through the affirmation of others.

In contrast, those participants who are heavily socialised within their physical education department at school, the permissiveness of the subjective warrant re enforced the recycling of traditional pedagogies. This was more prominent when the pedagogies adopted were the ones that the participants experienced success with themselves as learners. This supports previous studies noting the interdependent (Green, 2002) and intergenerational (Brown, 1999) links within the physical education field.

Other more innovative methods were attempted by those who entered the profession as agents of change and had a clear focus on shifting the 'doxa' within the field. Hannah recognised the marginalisation within the class and entered the profession to promote change. She herself was not identified by her physical education teacher as a potential recruit and she was socialised through working with children in recreational sports. This resonates with lisahunter, Smith and Emerald's (2015) work who describe teachers as change agents within the field, noting that ones' habitus is also subject to evolve.

Unsurprisingly, the interpersonal theme was still deemed to be the most important trait in teaching by the participants. Interpersonal qualities suggest a plastic rather than resistant warrant which can be shaped to suit the potential physical education teacher's purposes. This supports

Lortie's (1975) original notion that the interpersonal theme and a love of working with others generally attracted individuals into teaching.

Participants still witnessed marginalisation in their own physical education experiences. This was often considered a low light of school physical education as it caused much frustration amongst the participants who thrived in the mastery traditional physical education climate. Furthermore, those students who were marginalised in physical education had already been eliminated from the recruitment process. The third phase of the subjective warrant is stringent. The factors influencing this are discussed fully in the next section. This gives an excellent example of highlighting the position of potential recruits selected by their physical education teachers. Smith and Karp (1996) recognise these individuals as the 'powers' within the field. Not only do they fit the 'group-habitus' (Bourdieu, 1984a cited in lisahunter, Smith and Emerald, 2015) they also held the attributes that were valued in the field; notably physical competence, effort and enthusiasm.

This final point demonstrates the stringency of the subjective warrant in terms of the whole physical education class in school. The 'powers' gained recognition from their physical education teachers and those who perceive themselves as having lower physical competence and are not feeling enthused in their physical education lessons will eliminate themselves from considering physical education as an occupational choice. Drawing from the participant's recollections of their own experiences in school and their perceptions of what was happening around them, the criteria set by the physical education teachers in the first instance eliminated those who did not demonstrate the values within the field. These results are in accord with Lortie (1975) who suggested that stringency forces self–elimination. Dependent on the journey into the profession, the study highlighted that there was a distinct difference between the point of deciding and the point of committing to the profession. Early deciders fell into two categories; early decider – early

committer (committed straight from school to an undergraduate programme), and early decider late committer (had positive experiences in school however entry was delayed therefore committed to the profession late often via the post graduate route). There were some similarities between the late committers; they either lacked information and therefore followed a different academic route into physical education or alternatively, they did not meet the requirements to enter PETE straight away. The ones who lacked information did not foster meaningful relationships with their physical education teacher and sought other ways of testing their conception of occupational choice. Furthermore, this particular group tended to be innovative orientated, which is discussed later in this chapter.

7.5The Stringent Warrant at Career Entry

Following a correlation of the stringent requirements for entering the profession with existing attitudes, beliefs and perceptions surrounding teaching physical education as an occupational choice, the results that emerged was a clear misalignment between actual requirements and perceived requirements for entering the profession. This finding is contrary to the earlier studies of Lortie (1975) and Dewar and Lawson (1984) which have suggested that one of the main contributory factors to the subjective warrant's permissiveness was ease of entry.

The findings from this study identified that PSTs and NQTs had created self-assessments against the perceived requirements; complementing the earlier work of Belka, Lawson and Lipnickey (1991). However, when recalling their experiences at point of entry into PETE, the PSTs and NQTs reported that they initially ignored the more stringent requirements for entering the profession. Furthermore, they placed emphasis on their subjective testing of their perceptions of the requirements for occupational choice in the permissive stage. The beliefs fostered early on filter the information given by the physical education teachers themselves. This result was unexpected,

and suggests that reality shock occurs before entering the profession. This builds on the work of Richards, Templin and Gaudreault (2013), who highlighted that often pre –service teachers are not always prepared for the reality of the social, political and economic climate within schools. Decades earlier, Zeichner and Tabachnick (1981) defined this as reality shock.

Reality shock was prevalent amongst the participants who were early deciders. They described feelings of acceptance by the profession and part of its culture long before they enter PETE. Their beliefs that they 'belong' filtered the reality of the actual academic requirements and QTS skills tests, which are perceived as a necessary evil to join the profession.

For late decider's in particular, perceived changes in competition for PETE places meant that there was added pressure to gain a place. Universities UK (2014) outlined that entrants have compulsory Maths and English tests with a higher pass mark and a limit of two attempts before PETE course places can be accepted. Furthermore, Ralph and MacPhail (2015) recognised that internationally, pre-service teachers hold average grades at point of entry. Neither of these academic requirements should be an issue, however the perceptions of competition at entry mean that the participants during the potential recruitment period felt pressure to go over and above the academic requirements. Not only did they feel that they needed to achieve the necessary academic requirements, they also needed to have additional work experience within the field to stand out from their peers.

Another example of where reality shock occurred due to the filtering of beliefs was illuminated during Nora's interview. She illustrated that even though the physical education teachers gave real insight into the challenges of the job as well as the rewards, her own perception of teaching physical education had already been developed through an 'apprenticeship of observation' (Lortie,

1975) and thus perhaps she did not engage with the challenges they described. The apprenticeship of observation and the permissive warrant (testing one's personal conception of occupational choice) has meant that even in recent years, physical education teaching is still perceived as having ease of entry.

Results from the study demonstrate that although career entry requirements have changed, attitudes and perceptions towards them have not. Jenna, although positioned within the NQT category had not yet reached full NQT status. The QTS skills tests posed as a barrier to her reaching her qualified teacher status and thus she was teaching in a school as an unqualified teacher. Her school were providing her additional support to complete this, and recruited her based on her ability to teach. Jenna also entered the PG PETE course without passing the QTS skills tests as they were not required until the end of the course. The beliefs derived from her permissive phase created a strong filter for the perceived requirements to enter. Jenna experienced early reality shock (chapter 4) preventing her entry to the undergraduate QTS course. She experienced a second delay in qualifying due to her struggle with the QTS skills tests. Jenna still perceived herself as a good teacher, and the requirements were a frustrating necessity that acted as a barrier to her.

Despite the academicisation of physical education, results of the study indicated that academic ability was still not perceived as a valued trait within the profession by any of the participants. Universities UK (2014) reported that there are less allocated places at universities with more places allocated in schools. This has significantly increased the competition in the job market by increasing the amount of teachers qualifying. The participants recalled feelings of being under pressure to have high academic qualifications/ grades as well as plenty of practical experience, particularly for the Post Graduate course. Attitudes of older teachers towards the academicisation

of physical education are discussed further in the section addressing changes that teachers identify over time.

To summarise this section, following an examination of the experiences of the participants, their point of entry very much depended on three key factors which influences the fourth; physical competence, effort and enthusiasm and their relationship with their physical education teachers. Those with high physical competence in activities that their PE teacher also specialised in were given opportunity to test their conception of occupational choice through coaching younger teams and assisting in the physical education departments. These individuals became potential recruits for the profession. Potential recruits reported exclusive opportunity to further build strong relationships with their physical education teachers through extra-curricular activities. The subjective warrant was previously described as permissive. The common trends from the data suggest that it follows three distinct stages during the anticipatory phase, putting its permissiveness into question. The first stage is stringent; physical education teachers themselves vet potential recruits dependent on their habitus and practices matching those already prevalent in the physical education field; the second is permissive following opportunities to test their conception of the requirements needed to enter the profession, and the final stage is stringent; dependent on the perceived entry requirements for entering PETE and feelings towards the competitive nature driven by the government agenda, reduced places on university courses and a highly competitive job market.

7.6 Moving towards innovative practice: Influences affecting teacher behaviour

As reported in chapter five, all of the participants reported that they wanted all children to be inspired to engage with physical activity for life, complementing previous studies, including

O'Bryant, O'Sullivan and Raudensky (2000) who suggested that the PSTs drive to promote enjoyment and achievement for children far outweighed their desire to achieve their teaching qualification.

The data collected from this study moves the teacher – coach continuum forward to a more pedagogy focused continuum; the innovative orientated – custodial orientated continuum. There is now a much clearer focus on the pedagogy being appropriate for intended outcomes rather than the role. Researchers have alluded to this by suggesting that teachers should not be merely categorised as teacher orientated or coach orientated and ideally positioned on a continuum between the two (Lawson, 1983a; Richards, Templin and Graber,2014; Curtner-Smith, 2016). However, they still identify innovation with teachers and custodial orientations with coaches. Although this study did not examine the relationship between coaches and an innovative/custodial orientation, the findings did not suggest that teachers are inherently innovative. Moreover, it was evident that the innovative teachers in this study used their practices in both coaching and teaching roles; for example, Jenna, an NQT who adopted Teaching Games for Understanding successfully in both environments, therefore the continued association between the innovative orientation and teachers and the custodial orientation with coaching appears to be inappropriate.

The traditional curriculum and custodial pedagogies are still reported to be the dominant vehicle for teaching physical education. Developing subject knowledge matter was orientated towards National Governing Body coaching badges in various different sports. Subsequently, custodial practices that have been commonly used in sport are reinforced through the emphasis on skill mastery only instead of the innovative orientation that encompasses the whole child through not only the physical domain, but also the cognitive, social and affective. Both sport and physical

education would benefit from more innovative practices and neither coaching nor teaching should be limited by their deep-seated culture of using more custodial pedagogies.

7.6.1. Custodial Orientated Teachers

The early deciders who had meaningful relationships with their physical education teachers reported feelings of success during the anticipatory phase as a performer. This motivated them to espouse the more custodial orientations commonly embedded in a skills mastery climate. The participants wanted to impart their feelings of success on the children they taught, as this was perceived as the catalyst to encourage them to continue to lead a physically active life. According to the participants, good teaching in physical education was measured by the level of success restricted to mastery of skill as opposed to the other domains such as affective, social and cognitive. In addition to this, the participants also spent many hours in extra-curricular activities. This resonates with previous literature that suggested that the longer one spent in coaching, the more likely an individual was to espouse conservative views of physical education (Lee and Curtner-Smith, 2011; Richards and Templin, 2012; Curtner-Smith, Hastie and Kinchin, 2008). Furthermore, the group habitus shared within the physical education field interdependently and inter generationally aided in nurturing relationships and opening the door to a career in physical education for those identified as potential recruits. The feelings of acceptance and mutual respect allowed the preferred practices to continue.

7.6.2. Innovative Orientated Teachers

The participants in the study who perceived themselves as having lower physical competence but high levels of motivation, effort and enthusiasm fostered a more innovative orientation. These participants had positive attitudes and empathy towards children with lower physical competence in the field. This further supports Dewar and Lawson (1984) who suggest that this type of recruit

will have an interest in teaching curricular physical education and has been extensively involved in physical activity rather than the competitive 'traditional' approach before joining their PETE programme. This supports Curtner-Smith (2016, p38) who believed that their aim was to 'improve on the type of physical education they suffered through themselves or observed having a negative impact on others'. Moreover, participants in the study who had high physical competence, effort and enthusiasm in sports outside of the traditional curriculum were not always noticed by their physical education teachers. These results match those of earlier studies by Curtner-Smith and Meek (2000) had also recognised that those students who participated in minor sports and non-competitive activities were more likely to possess a more innovative orientation towards the practices they fostered.

7.7 The Recycling of the Custodial Orientation

The study found that an individuals' orientation towards teaching is still shaped by various phases of their socialisation in conjunction with the subjective warrant. NQTs highlighted what they lacked in PETE. Notably, they did not gain subject knowledge matter for the major games taught in the traditional curriculum. Although they learn about pedagogy and models based practice in particular, they stressed that it was difficult to implement without high subject knowledge matter for the activities being taught. They reported that it was highly unlikely that they could change the curriculum in school, especially during placements. The participants became reliant on their mentors to show them how to teach the traditional games. 'Nora', for example, noted that they often had games specialists supporting them during their PST placements. The specialists often held a habitus dominated by a custodial orientation and replicated the practices associated with this, such as sport –as-technique. This gives further insight into how the interdependent and intergenerational links effect teacher socialisation (Brown, 1999; Green, 2002). The practices innovative orientated teachers in this study recognised as not being effective in including all

students became justified due to perceived limited opportunities and time to experiment with and consolidate their use of innovative practices. Furthermore, the participants noted that they also relied on coaching courses for CPD. With skills mastery being the central agenda for these courses, the pedagogies employed did not always facilitate innovative practices and reinforce more custodial approaches.

Regardless of career stage, the participants noted that coaching courses were perceived to be a desirable requirement for entering PETE. The more innovative orientated participants did not see the relevance of coaching courses to support their teaching and expressed frustration over the emphasis placed on them as a reliable source of developing subject knowledge matter for specific sports. This appears to be consistent with views expressed by Kirk (2010) who suggests that physical education needs to move away from the sport – as –technique approach, otherwise physical education teaching will no longer be needed.

7.8 What Changes to the Subjective Warrant do teachers Identify?

Fessler and Christensen's (1992) teacher career cycle model was used as a framework to clarify where teachers were positioned within the organisational phase. The subjective warrant was used to examine the thoughts, feelings and perceptions about teaching and how they influenced the stage teachers were positioned in as well as their explicit behaviours as a result. It takes into account the effects of multiple factors inside and out of the school context as well as considering how these factors impact on teachers' feelings towards the profession at different points. The career stages are: induction, competency building, enthusiastic and growing, career frustration, career stability and career wind down. Using these two concepts together, the thoughts, feelings and perceptions of teachers and how they change throughout the career cycle could be examined.

Following analysis of the perceptions of PSTs, NQTs and ETs, it was evident that their subjective warrant naturally evolved over time. The participants recognised that they modified their practices to suit the demands and requirements of their school environment. This supports Amour and Yelling (2004) who also argued that teachers are continually evolving during the organisational phase.

7.8.1. Teacher Knowledge, Wash Out and Career Frustration

PST's and NQTs noted a real disconnect between teaching knowledge gained in university and the teaching knowledge required in schools. This included practical knowledge of the major games that dominated the traditional curriculum. Often, PSTs and NQTs are reliant on mentors and coaching courses to enhance their knowledge. Moreover, NQTs reported that this impacted on how they delivered their practical sessions. This change was discussed earlier relating to recycling the custodial orientation. This particular finding demonstrates how induction can be a critical period of transition and can be accompanied with self-doubt and uncertainty (Fessler and Christensen (1992).

The lack of subject knowledge matter in traditional games taught in the curriculum meant that some NQTs in the study were reliant on the 'experts' in the department for developing knowledge in specific sports. Philpot and Smith (2011) also noted that the graduating students new found 'more than sport' beliefs were unlikely to last the duration of their first year in teaching. This supports the notion that teachers will teach to suit their personal preferences, thus not necessarily fully appreciating the realities offered to them during PETE (Schempp and Graber 1992) regarding teaching; particularly for those who hold a more custodial orientation (Lawson, 1983b; Curtner-Smith, 2016), although discussed fully earlier on in the chapter it also needs recognising as a change over time.

The NQTs that did not have expertise in the traditional curriculum felt unappreciated and in some cases marginalised. As already discussed, Nora's way of coping was to illuminate her other strengths and tailor herself to meet the needs of the department. This supports Parker, Patton and Tannehill (2017) who described this period of socialisation as most potent. Her early washout due to lack of subject knowledge matter in games and a need to feel a sense of belonging within the department will become embedded within her own habitus. In contrast, Hannah made the most of her strengths in dance and gymnastics. She tried to carve a space for herself in her school that fit with her own beliefs surrounding teaching. She wanted to replicate her own very positive middle school experiences. In this process, the perceived disregard for her efforts and her distinct lack of impetus into the situational changes instigated by decisions made without her input added to her frustrations. She felt that her practice was limited and her habitus did not meet that of her custodial orientated school. In order for teachers to move into and stay in the 'enthusiastic and growing' phase, Fessler and Christensen (1992) described these teachers as perceiving themselves as having high levels of competency as well as the passion and drive to continue to develop their practise.

A combination of situational factors and personal such as those described by Hannah indicated that those with a habitus that does not completely match the field and are not willing to conform will enter career frustration. Furthermore, this finding also builds on marginalisation in the physical education class. Smith and Karp (1996) categorised children as either powers, others or marginalised. The same principal can be applied to teachers in physical education. The powers have a matching habitus to that of the department, the others will try to emulate accepted department practices (as in Nora's case) and others, such as Hannah and to some degree Polly become marginalised.

7.8.2. Teacher Knowledge and the Academicisation of Physical Education

Building on the academicisation of physical education mentioned in the previous section, ETs in particular were not in agreement with the current changes to examination physical education. Academicisation of physical education has developed in schools through its recognition as an examination subject that has capital in terms of allowing students to move and access further and tertiary education (Casey and O'Donovan, 2015). However, there was real concern over teaching 'A' level physical education due to a lack of subject knowledge matter in sports science. In chapter five, 'James' recalled how he was currently using an experienced biology teacher to teach as he considered himself and his department as not having the expertise to facilitate this. GCSE physical education was not an issue; although all of the teachers who discussed the changes in the weighting of 30% practical to 70% theory as limiting for the 'sporty kids'. Furthermore, James also noted that a subject that had previously given non-academic children the opportunity to thrive was now moving away from this and acting as a barrier to individuals who, in the opinion of the teachers in the profession, make great physical education teachers.

The speed at which examination physical education has changed and been implemented has destabilised the confidence and perceived competence in its delivery. NQTs also expressed concerns over teaching examination physical education. However, regardless of these changes, personal qualities are still considered to be the most important trait for teaching physical education. This is contrary to MacPhail (2004) who noted that teachers believed that they had sufficient expertise and would be successful in teaching examination physical education, regardless of the fact that PETE had not only had a reduction in contact hours for practical content, there had not been an increase in pedagogical knowledge for teaching examination PE (Lee et al, 2012).

7.8.3. Change in Accountability of Over Time

Regardless of the PETE course followed, the NQTs highlighted the shift they felt in accountability. They reported that although the responsibility placed on them gave them freedom to experiment without continually being watched, continuing professional development for them was somewhat limited, and that they enjoyed the stimulus previously provided by their university course. NQTs felt that more opportunity for guided reflection and learning would enhance their teaching. A more graduated approach to aid the transition from PST to NQT and collaborative work between university and school during this time could reduce 'wash out'.

Although the notion of washout is nothing new (Zeichner and Tabachnick, 1981; Coleman and Blankenship, 2009) these findings give further insight into how susceptible NQTs are according to their own account of how it happens in 21st century physical education. It also highlights that the professional phase is still the least influential phase in the occupational socialisation framework in 21st century physical education (Graber, 1991).

However, the notable changes that ETs noted over time was the amount of administrative duties and responsibilities given to teaching outside of teaching in the classroom. The additional paperwork and 'red tape' for extra-curricular activities caused changes in attitudes with regards to how teachers could inspire children to lead a physically active life. This also led to career frustration. ETs reported that time was precious, and the emphasis in teaching was no longer on teaching itself but focused on performance management to meet agendas at school and government level. Sian's frustration was also clear when she stated that she loved teaching, but hated being a teacher, because being a teacher was no longer about teaching. This is in contrast to Lorties (1975) earlier work. He suggested that teachers were attracted to teaching because of their

perception, unlike social workers and nurses, included working with children under 'normal' circumstances. As there is far more pressure on government agencies, the expectations of teachers have broadened. Teachers are therefore working with children who have a wider variety of needs, particularly as schools have become more inclusive.

Highly motivated teachers looked for new opportunities to become enthusiastic and growing and avoid career frustration. Henniger (2007) also suggests that these teachers could continue to grow providing that they were aware of the political barriers within the school context and acknowledged them. Their attitudes towards the barriers either supported or thwarted their opportunities to grow. Worryingly, due to the fact that ET innovators who felt marginalised moved out of physical education to pursue other goals, the custodial orientated teachers were still dominating the field. The new challenges presented to ETs in the form of promotion were perceived as opportunities for growth, and they thrived on the dynamic challenges encountered. This complements the work of Woods, Gentry and Graber (2016) who drew similar conclusions. Once perceived high competency in teaching was achieved, teachers would often look for other challenges within the physical education field if they felt that this was still a comfortable place for them. Middle management such as head of department whereby the focus shifts to developing and nurturing other staff members. When teaching in the current climate becomes a source of frustration, other avenues are pursued to gain job satisfaction.

Those situated within enthusiasm and growing stage would perceive a heavy workload as a positive and the lack of administrative support as an opportunity to be assertive. Those positioned in career frustration can only see the negative elements of the situation that they are in. Building on this, the study found that although teachers were positive, a lot of the paperwork was seen as irrelevant and actually interfering with their ability to do their job. The ETs in particular felt that

the constant monitoring actually prevented them from doing their job well and that they would prefer to just 'get on with it'. The NQTs did not notice the monitoring as much, however this maybe because they were so used to being heavily scrutinised through PETE. The main reasons identified by Woods and Lynn (2001) for career frustration were; heavy teaching loads and a lack of administrative support. Often, negative attitudes towards the same circumstances defined the position of a teacher within the career cycle. Teacher beliefs/ metaphors (student centred or teacher centred) in relation to their ideal view of teaching were effected by time allocation, test scores and resources (Stylianou, Hodges Kulinna, Cothran, and Kwon, 2013).

7.8.4. Affirmation over Time

NQTs wanted to have the freedom to experiment but also the guidance to instil confidence and reassurance that what they were doing was valued. However, they reported that the restrictions during PETE placements included meeting mentors' expectations and meeting the assessment criteria limited their opportunity to try new pedagogies. This is in contrast to Keay (2009) who reported that teachers consolidated their learning via other members of staff within the department and valued their colleagues' contribution towards their knowledge base. Developing knowledge through more experienced colleagues was a way in which NQTs and PSTs could foster a sense of belonging and acceptance within the department; complementing Rossi (2015) who suggests that PSTs and NQTs use this as a way to survive when they enter the physical education field in a teacher capacity. Shoval (2010) also concluded that there is a real need for NQT's to have meaningful support so that they can a) have room to make mistakes and learn from them in a supportive environment and b) link theory to practise independently enabling new teachers to incorporate moral values in their teaching.

The NQTs noted the importance of their relationships within the physical education department. Nora's account demonstrated how washout occurred for her through her lack of knowledge in games during her last placement as a PST. Her first passion was dance, however she placed emphasis on her interest in netball to ensure a stronger affinity within her physical education department. Nora made a clear assessment of what the department needed and tailored her strengths to suit this. She wanted affirmation from the department in order to feel valued.

Rossi, lisahunter, Christensen, and MacDonald (2015) noted how pre-service teachers and teachers during the induction phase used strengths in existing members of the department to give them a stronger standing and build relationships. Furthermore, the participants who had high subject knowledge matter in games were perceived to have more value than those who had specialisms in the minor sports.

Tensions surrounding administrative pressures, examination physical education and performance management drew the focus away from actual growth and experimentation with innovative pedagogical practices due to perceived pressures on time. In many cases, particularly amongst the ETs. These tensions had contributed to them moving out of the classroom and into management positions. Other contributory factors leading to this route were a mismatch of habitus amongst innovative teachers in more custodial orientated departments as well as those who perceived themselves as competent wanting a new and different challenge by taking on a different responsibility within school. Given the low prestige of physical education, having a more senior position within school can contribute to raising the value of oneself within the educational context. On the contrary, Fessler and Christensen (1992) suggested that nurturing and supportive environments can help teachers to progress through their teaching careers. It was evident that

some, such as Polly, found opportunities to gain satisfaction and recognition in her job away from physical education.

7.8.5. Appreciation of the 'Whole Child'

Teachers entered physical education to facilitate children into actively engaging in a physically active life and the want to teach is still the reason for doing so. However, over time, children became more central to teaching. Where some PSTs were driven by a continued association with sport and their perceived ability to work well with other people, the more they work with children on a daily basis, the more prevalent the love of working with children became. Furthermore, teachers were influenced by situational and personal factors outside of the physical education field. Parenthood and taking responsibility for someone other than oneself impacted on the teaching attitudes and behaviours of all teachers; namely in behaviour management and pastoral care.

Situational changes outside of the profession and in the participants' personal life also impacted on attitudes towards children. Those who had a family, particularly females, during their enthusiastic and growing stage would enter the career stability for a while whilst their families were young. Emma, an ET, taught part time due to her family commitments and therefore met the minimum requirements in terms of the expectations placed on her. Fessler and Christensen (1992) notes this as a stage that follows career frustration. However, Emma did not enter career stability through career frustration and was not at a point where she wanted to exit. She had made a decision to enjoy her teaching but focus on raising her family. This builds on Woods and Lynn (2014) who alluded to the notion of familial influences on career stability. This area of study in particular would warrant further investigation, particularly due to the fact that more women are staying in the workplace after having a family in 21st century physical education.

7.9 What changes in Teacher Behaviours are identified as the subjective warrant evolves?

As mentioned earlier in this chapter, teachers entered the profession for the following reasons; A continued association with sport, promoting a positive environment and a service to society. The teachers in the study all fostered the same values within the field; high physical competence, effort and enthusiasm. The changes over time were ascertained to see if they had any influence on teaching behaviours in the field by comparing the needs-supportive behaviours of NQTs with ETs.

According to self-determination theory (Deci and Ryan, 2000; Ryan and Deci, 2000) teachers can support students' psychological needs through the provision of relatedness support, structure and autonomy support (Haerens, Aelterman, van den Berghe, De meyer, Soenens and Vansteenkiste, 2011). According to Haerens et al (2011) the majority of SDT studies have relied on self 'reports of learners' perceived needs-supportive classroom practises. There has been little focus on what behaviours the teachers are displaying, to whom and when. Based on the fact that interpersonal skills are still perceived as the most important teacher trait, how teachers interact with students is a significant part of inspiring all learners to lead a physically active life or find a sport that they love. Although Fenandez – Balboa, (1998) noted that this interaction is dependent on the changes in teacher's thoughts, feelings and beliefs because personal feelings towards teaching influence pedagogical practices, external situational factors influenced their behaviours in class. My findings further supported the work of Fernandez-Balboa with multiple examples of inconsistencies between the subjective warrant and the behaviours demonstrated in lessons. It was clear that teachers who described their thoughts, feelings and perception as child centred innovators changed their practice to meet the demands placed on them by the school such as examination PE and time constraints. While, their motivation to work with children and inspire all learners to lead

a physically active life did not waver, behaviours supporting autonomy, relatedness and structure that would have helped achieve their goals were at times absent. The fact that the participants felt limited by the personal, situational and societal factors influencing their practice was a source of frustration for them.

Changes in accountability are significant for both NQTs and ETs albeit for different reasons. New teachers need validation and acceptance from others (Tinning, 1988; Rossi et al, 2015). This initially comes from mentors during PETE and from other teachers when they enter the profession. During their first year of teaching, NQTs are on their own in class for the first time relying on students to validate their worth as a teacher. As they become more confident, the relationship dynamic changes as they become more confident in their ability. Fessler and Christensen (1992) noted that personal feelings and self-esteem can impact on not only their career stage within the career model, but also their behaviour.

The results consolidated the findings from the interviews and highlighted areas that need further emphasis in PETE programmes. They also gave a unique insight into what happens in the physical environment initially when NQTs leave teacher training and continue to progress throughout the organisational phase.

7.9.1. Autonomy

Teacher autonomy support is made up of identifying, nurturing, and developing pupils' intrinsic motivational resources such as their interests, preferences and personal goals (Reeves, 2009). The fact that there were no significant differences between the NQT and the ETs indicated that the teachers are very much driven by the curriculum agenda and the situational factors that impact on their subjective warrant. The students' thoughts, feelings and wishes were taken into

consideration in a limited way. As the reflection on the field notes indicate in chapter six, those who were asked questions regarding thoughts, feelings and wishes were students who demonstrated the attributes valued in the field; physical competence, effort and enthusiasm in games based activities. This would suggest that the other students may be excluded from supportive behaviours. Lack of autonomy supportive behaviours may contribute to marginalisation. ETs had a smaller standard deviation, indicating that as a group, they were more consistent in this behaviour and explicitly portrayed the behaviour more often overall.

Ward et al (2008) noted that teachers harbouring the use of autonomy support will provide activities based on the knowledge gained from the learners and attract curiosity by offering meaningful choices. Similarly, teachers need to nurture the pupils into developing intrinsic motivation by ensuring purpose and ownership of their learning (Reeves, 2009). The absence of such behaviours in the observed lessons highlights an inconsistency between the thoughts, feelings and perceptions of the subjective warrant as described by the teachers and the lessons observed.

7.9.2. Structure

The results indicated more consistency in demonstrating structure amongst the ET group collectively. The significant differences were held in the ETs in their demonstration of formulating clear lesson goals and referring back to them throughout the lesson, giving regular feedback to instil confidence and expressing confidence in their students. This significance was influenced by two factors; the first was that two of the ETs were teaching GCSE practical lessons, and the second was related to the fact that two of the NQTs used models based practice in the minor sports they were teaching. When a more constructivist approach is used, the students become reliant on each other for feedback rather than the teacher. The SONIPE tool only codes the teacher behaviour in

relation to feedback. When Models Based Practice was used, there were fewer opportunities to code the teachers' interactions with the students. This highlighted a major flaw with the SONIPE tool; a custodial orientated teacher will score higher than an innovative teacher for interactions with students, thus providing an explanation for the significant difference between the ETs and the NQT teachers. The GCSE lessons taught by the ETs gave an excellent example of how the agenda can influence the pedagogy used. The teacher directed, custodial approach was reverted back to; and for each teacher, this was their subject specialism in games. The custodial approach was deemed to be the most appropriate way to achieve what Sierens et al (2009) cited in Haerens et al (2011, p6) suggested, where structure can be identified as 'a structured learning environment is a context in which pupils feel competent because they know how to effectively achieve desired outcomes'. For this to occur, communication, clear guidelines and expectations empowered students to engage confidently in the learning task, further supporting the notion that clear instructions and guidelines need to be continued throughout the task in order to encourage competence and confidence. Jang et al (2010 cited in Haerens et al (2011).

7.9.3. Relatedness

The impression of relatedness based observed Needs-Supportive Behaviours demonstrated by the 5+year teachers had a lower standard deviation in comparison to the higher standard deviation from the NQT group with significant differences in behaviours 19 and 20. These behaviours specifically related to how much direct instruction was given to the students and how they then further supported this. Teachers actually needed to join in with the activity to get the maximum score. As with measuring structure, the ETs use of a more custodial approach gave them a higher score than that of the NQT teachers. Relatedness refers to 'the extent to which people have positive and mutually satisfying relationships and experience a sense of closeness, trust, friendship and relationship in others' (Haerens et al, 2011, p7). The teacher must demonstrate empathy and

sincerely care about each individual, ensuring that they feel valued and secure in a nurturing environment, however, the field notes indicated that this only happened with a select few students in the class, namely the powers. This related closely to the comments noted for autonomy support.

To summarise, ETs have demonstrated more consistency in the behaviours overall. This would indicate that their teaching practices maybe very similar and the higher scores in incidences of the behaviours generally albeit not significant, show that the ETs are interacting confidently. The NQTs are showing some evidence of innovation according to the field notes, although this is not reflected in the measurements of Needs-Supportive Behaviours between teacher and student. The SONIPE tool is designed to measure a more teacher directed, custodial orientation. Furthermore, the field notes identify who the teachers are interacting with. They are interacting with those students who have high physical competence and/ or effort and enthusiasm. This supports the idea that teacher behaviour can promote the profession to some and not others via the interactions within the physical education class. The ease of a custodial orientation is also a result of the lack of time teachers have to focus on teaching. Their focus is directed towards administration, as discussed in chapter five.

7.10 Summary

In this study, I have sought to respond to a number of key questions related to the subjective warrant for teaching physical education. Through ascertaining the subjective warrant of physical education teachers in the 21st century by testing the factors influencing it, I have established that the subjective warrant still has currency. Nevertheless this study does highlight that the link between behaviours observed and the subjective warrant may require further study. Due to societal, situational and personal factors, the subjective warrant can no longer be classed as

permissive due to its ease of entry. Physical education teachers contribute to its stringency in school and are central to providing opportunities for potential recruits to test their conception of occupational choice. Changes in policy have contributed to its stringency before career entry due to the introduction of QTS skills tests and the academisation of physical education. Teachers' views change over time as their accountability adapts and who they seek affirmation from changes as they become more confident. Academisation and administration within physical education contribute to the situational factors influencing the subjective warrant and teachers' fields outside of physical education will a) impact on their career stage and b) impact on their attitudes and teaching behaviours. Children become more central to the subjective warrant over time.

How the changes to the subjective warrant over time translate into teacher behaviours has been observed and analysed. ETs are far more consistent in their behaviours. They scored higher overall in their needs-supportive behaviours in comparison to the NQTs. Reasons for this included ETs using a more custodial approach and therefore had more interactions with students through teacher direction, and two of the lessons taught in the ET group were examination physical education lessons; highlighting how the context and the pressures associated with this can impact on practice. The issue here is that teachers had a *want* to be innovative in practice, and there is evidence in chapter 6 that indicates that some of the changes in PETE are starting to filter through, particularly in relation to models based practice. NQTs are showing evidence of using innovative practice or were considering it according to their interviews. The draw back to this was their perceived content knowledge in relation to the traditional curriculum that dominates within 21st century schools. Perceived content knowledge reduced their confidence in using more innovative pedagogies. Additionally, in contrast to Fernandez – Balboa (1998) the SONIPE tool highlighted inconsistencies between teacher's thoughts, feelings and perspectives and how they interacted

with their students in class. External situational factors contributed towards teachers deciding to use more custodial approaches.

This study highlights the necessity for more comprehensive careers advice for individuals who wish to pursue a career in teaching physical education. Physical Education Teachers are the gatekeepers to the profession during the anticipatory phase within the field. The traditional curricula and a custodial teaching orientation contributes to high levels of marginalisation in the field. Innovative orientated teachers tend to have a sporting interest in physical activity and the minor sports on the curriculum. Their habitus does not always match that of their games playing physical education teachers. These are the individuals that need to be encouraged to enter the profession as their socialisation processes will encourage beliefs that are more open to new ideas.

PETE courses at the university where all NQT teachers completed their teacher education need to consider the practical content of the course surrounding the traditional curricula. Coaching courses should not be relied on as the only source of continuing professional development in subject knowledge matter and PETE courses need to consider how they can give the traditional games content knowledge to teachers through innovative practices. Practicum in some incidences needs to allow pre-service teachers and Newly Qualified Teachers to work together to provide a teaching space where they can experiment with new ideas and reflect on them within a supportive community of practice. This would help to bridge the gap between being a pre–service teacher and becoming a newly qualified teacher.

ETs life experiences within fields outside of physical education can impact on their thoughts, feelings and perceptions of teaching, how they interact and who they interact with in class. The SONIPE tool highlighted the inconsistencies between how teachers wanted to interact and how

they actually interacted. This has given valuable insights into their dedication and commitment to all of the children they teach and the extent to which the situational factors impact on their practices. Further development in other life skills such as time management, defining and implementing their own mission statement for teaching and prioritising their workload in a profession that is now deemed as 'more than teaching' needs to be included in PETE. Giving PSTs practical ways of managing themselves and their time within the wider context of the school may support them in becoming a well- rounded individual who can adopt more principle led patterns of behaviour so that they live rather than survive within their chosen profession.

Chapter 8 **Conclusion**

8.1 Introduction

To conclude this thesis, this chapter will provide a brief overview of this unique study. The findings will be outlined in response to the aims of the study and will be aligned with previous academic studies to illuminate this study's original contribution to existing knowledge in the field. The implications of the findings are highlighted followed by consideration of the limitations. Finally, future possibilities for research are highlighted.

8.2 Overview of the Study

The purpose of this study was to investigate a) the extent to which the concept of the subjective warrant might remain an adequate means of determining the basis for an individuals' decision to become a physical education teacher, b) what changes to the subjective warrant teachers identify over time, and c) how changes in the subjective warrant impact on teacher behaviours in physical education.

Drawing upon the seminal work of Lortie (1975), Lawson (1983a and 1983b), Dewar and Lawson (1984) and Templin and Schempp (1989b) surrounding teacher socialisation in physical education, this study has made a unique contribution to a growing body of research that focuses on physical education teachers' journey into and through their teaching career.

The study has also provided further insight into how pre – service teachers, newly qualified teachers and experienced teachers are influenced by their thoughts, feelings, perceptions and

beliefs surrounding the profession and how they change over time. Further insights have been offered into why physical education is slow to evolve as a subject and still fails to inspire all children to value a physically active life throughout the life-course. Richards and Lux Gaudreault's (2016) suggestion that there is a necessity for further methodological diversity in teacher socialisation research provided justification for using a mixed methods approach to further examine changes in the subjective warrant and how these changes influence teacher behaviour and translate into teaching practices at one year (NQT) and five years+ (ET) post PETE.

8.3 Outline of key findings

8.3.1. The Subjective Warrant for 21st Century Physical Education Teaching

This study examined the extent to which the concept of the subjective warrant might remain an adequate means of determining the basis for an individuals' decision to become a physical education teacher. By using the original concept as a framework to identify the subjective warrants held by those entering and still involved in 21st century physical education teaching, it is clear that it still has relevance. However, researchers can no longer work from the premise that the subjective warrant is permissive. Although potential recruits still measure themselves against their own personal criteria influenced by the apprenticeship of observation and affirmation from those around them in different environments, this study has highlighted the stringency of the subjective warrant for teaching 21st century physical education.

By using Bourdieu's (1979) concepts of habitus, field and practice as a 'thinking tool' to examine the findings, this study has illuminated how the profession recruits within the boundaries of its own field. Physical education teachers themselves are the gatekeepers to the profession during statutory education. Attributes that are particularly valued in the field are physical competence, effort and enthusiasm for activities that dominate the traditional curriculum. Individuals

recognised by their physical education teachers through this are provided with extra-curricular activities and information and experiences that will nurture them in preparation for entering PETE. The group – habitus (Bourdieu, 1984a) cemented within the physical education field then contributes to the recycling of the traditional curricula and more custodial pedagogies. This is facilitated through the intergenerational and interdependent links (Brown, 1999; Green, 2002). Furthermore, the shared interests, habitus and replication of favoured practices allow potential recruits to feel a sense of belonging through the meaningful relationships they hold with their physical education teachers.

Those who did have variances to the group habitus fostered within physical education were most likely to promote change. Participants with a love of sport and physical activity outside of the realms of the traditional curricula, or were noticed by their physical education teachers because of their notable effort and enthusiasm in class had more empathy with marginalised children in physical education. The study suggested that these individuals entered with an innovative orientation towards teaching physical education. Careers advice outside of the physical education department was very limited, therefore those who did not have meaningful relationships with their physical education teachers struggled to gain information regarding career entry.

Additionally, early deciders relied on their sense of belonging, apprenticeship of observation and the testing of their conception of occupational choice through working in sports environments with children to decide whether they have the skills required for entering PETE. QTS skills tests and competition for places on the course in some cases led to an early reality shock. Some committed to PETE later via a post graduate PETE course due to not meeting the necessary requirements for career entry.

Late deciders had a different experience. Those who did not have meaningful relationships with their physical education teachers did not get adequate information regarding PETE courses. Although the standards set for entry included QTS skills tests and average grade entry points, the post graduate PETE recruits perceived the process as being very stringent. They felt that they needed to have a 1st class degree than the 2:2 requirement stipulated by the government, and the QTS skills tests were perceived to also be a potential concern. The participants who followed this route more recently or were at the beginning of their PETE course also felt that experience and coaching badges were a necessity. The subjective warrant as described now, cannot be seen as purely permissive with ease of entry.

This study only focuses on those who have already met the stringent entry requirements and have entered PETE. Some of these participants reflected on how challenging it was. The perceived stringent warrant for entry acted as a barrier to applying straight away following their undergraduate degree.

8.3.2. The Innovative and Custodial Continuum

This study moves the teacher – coach continuum forward to a more pedagogy focused continuum; the innovative orientated – custodial orientated continuum. There is now a much clearer focus on the pedagogy being appropriate for intended outcomes rather than the role. Researchers have alluded to this by suggesting that teachers should not be merely categorised as teacher orientated or coach orientated and ideally positioned on a continuum between the two (Lawson, 1983a; Richards, Templin and Graber,2014; Curtner-Smith, 2016). However, they still identify innovation with teachers and custodial orientations with coaches. This study highlighted that the innovative teachers use their practices in both coaching and teaching roles and vice versa.

Custodial orientated teachers were predominantly the early deciders, who espoused positive early experiences in physical education through a mastery of skill, custodial orientation and related this to their motivation to enjoy sport and stay physically active; a key motivator for teaching. According to the participants, good teaching in physical education was measured by the level of success restricted to mastery of skill as opposed an innovative pedagogy that places emphasis on the other domains such as affective, social and cognitive. They also spent additional hours in physical education during their extra-curricular involvement, therefore increasing their hours of an apprenticeship of observation. This resonated with previous literature that suggested that the longer one spent in coaching, the more likely an individual was to espouse conservative views of physical education (Lee and Curtner-Smith, 2011; Richards and Templin, 2012; Curtner-Smith, Hastie and Kinchin, 2008). In conjunction with Curtner-Smith (2016) the innovative orientated teachers in this study wanted to promote change by moving away from the type of physical education that marginalised many children or themselves through a traditional curriculum or a skills mastery climate.

Moreover, the NQTs taking part in the study noted that they did not gain subject knowledge matter for the major games taught in the traditional curriculum during PETE and that the focus was on pedagogy. However, the challenge experienced was that without high subject matter knowledge in the activities taught and little input to what activities they could teach, PSTs and NQTs were reliant on 'experts' within the physical education departments during placements and in post to develop their teaching of the traditional curriculum. The custodial pedagogies were common and became justified to those who lacked confidence in teaching certain sports.

Furthermore, the participants noted that they also relied on coaching courses for CPD. With skills mastery being the central agenda for these courses, the pedagogies employed did not always

facilitate innovative practices and reinforced more custodial approaches; consolidating what they had learnt from the custodial 'experts' in school. Participants, regardless of career stage noted that coaching courses were perceived to be a desirable requirement for entering PETE. The more innovative orientated participants did not see the relevance of coaching courses to support their teaching and expressed frustration over the emphasis placed on them as a reliable source of developing subject knowledge matter for specific sports. This appears to be consistent with views expressed by Kirk (2010) who suggests that physical education needs to move away from the sport-as-technique approach.

8.3.3. What changes to the subjective warrant over time do teachers identify?

The findings from this study demonstrated how the subjective warrant evolved over time. Participants recognised that they modified their practices and teaching behaviours to suit the demands and the requirements of the school environment.

Teachers noted a disconnection between knowledge gained during PETE and the knowledge required for the school setting. This was exacerbated by feelings of self-doubt and uncertainty, and contributed to the washout of innovative orientated teachers. Participants in the study who were not games specialists experimented with innovative pedagogies within the activities they felt confident in teaching. However, their lack of games knowledge made them susceptible to washout because of their reliance on 'games experts' within the physical education department who often fostered a custodial orientation. 'A way' to teach became 'the way' to teach (Casey, 2010). Moreover, teachers who did not feel confident in delivering games were marginalised and felt undervalued. Some participants avoided this by tailoring themselves to meet the departments' needs, others entered career frustration. Building on Smith and Karp (1996) the powers already

mirrored the group habitus in physical education, the others emulated practices to feel accepted, and the marginalised remained so.

The academicisation of physical education has changed the reality of teaching however, this study has demonstrated that the perception of the requirements for teaching and what is identified as important has remained the same. Although MacPhail (2004) noted that teachers felt that they had the expertise required to teach examination physical education, the participants highlighted that the perceived knowledge for A levels in particular was a concern. NQTs reported that they have had to learn how to teach physical education 'on the job'. Furthermore, ETs believed that they were not equipped in the sports science knowledge required to teach A level physical education. One teacher in particular used a teacher from the science department to teach some of the content. Changes to the criteria have been implemented very quickly with little preparation time according to the ETs. This has destabilised confidence in teaching. Additionally, the ETs still focused on personal strengths and the ability to teach practical physical education when recruiting new members of staff. The original deeply embedded values remained the same regardless of change in requirements to be an effective and confident physical education teacher.

One limitation of this study is that all bar one participant completed PETE at the same university, therefore the findings cannot be generalised nationally or internationally. However, the participants came from all parts of the country, therefore their anticipatory phase physical education experiences can be perceived as representative nationally. Furthermore, there were more females than males taking part in the study, (9 participants out of 29) therefore gender comparisons were not included as part of this study.

The NQTs highlighted a change in their feelings of accountability during transition from PST to NQT. This has resulted in them having the freedom to teach the way they want to teach rather than trying to please their mentor during placements in PETE. They commented on the limited time they had due to increasing levels of administration. This had resulted in not spending time on planning lessons. Furthermore, ETs reported the same issue; administration restricted the available time to think creatively about their preparation and teaching therefore they felt limited to lessons and styles they felt comfortable with. This indicates that teachers at all stages will revert to teaching the way they are most familiar with in order to cope with the pressures of the job. Additionally, ETs in particular noted how their job role had changed and that it was about more than teaching. ETs no longer felt trusted to 'get on' with their job and continued monitoring of performance also caused a bone of contention.

Over time, teachers' feelings towards who they needed affirmation from to confirm their competence in their job changed. PSTs needed affirmation from their mentors in order to pass placement and NQTs needed this from their physical education department to gain feelings of belonging and acceptance. Over time, ETs needed affirmation at school level. At this point they would actively seek management opportunities within the school. Those who fostered the group habitus within the department often stayed in physical education, those who did not looked forward to other avenues to avoid career frustration. This is a real concern because if the innovative orientated teachers leave the classroom to pursue other roles, the custodial orientated pedagogies will continue to dominate practice.

Teachers with families regardless of time spent in the profession alluded to the impact this had on their teaching and the relationship they have with children. This builds upon Fessler and Christensen's (1992) recognition that other fields outside of physical education can impact on

one's teaching behaviours and subjective warrant. These personal and situational factors not only effected the attitudes of teachers, but also their career stage. The participants who were the main carers for their families tended to enter career stability, which contradicts the notion that teachers enter career stability via career frustration. Other life priorities impacted on attitudes towards teaching.

8.3.4. Teacher Behaviours and Changes to the Subjective Warrant over Time

The findings from using the SONIPE tool to measure the needs-supportive behaviours in lessons indicated that the teachers lacked in demonstrating autonomy supportive behaviours in comparison to the other behaviours. Reeve (2009) suggested that teacher autonomy support ensures that by identifying, nurturing and developing student's intrinsic wishes such as their interests, preferences and personal goals, they are more likely to engage. The fact that there were no significant differences and the scores on the whole were low scoring across both groups suggests that teachers are driven by the curriculum agenda and that the activity is central to physical education rather than the individual. The field notes highlighted that teachers saved autonomy support for those who demonstrated physical competence, effort and enthusiasm; marginalising those who did not demonstrate these attributes. ETs had a smaller standard deviation, indicating that they were more consistent in demonstrating autonomy supportive behaviours. Additionally, the teachers expressed a wish to inspire all learners to lead a physically active life, and noted their desire to promote an inclusive and supportive environment. This was often perceived as being inhibited by external situational factors such as examination PE and time constraints. This led to the use of more custodial practice and information giving to meet the external factors set by schools.

The ETs demonstrated significantly more structure related behaviours collectively. This would indicate that their classroom routines and methods are deeply embedded in their practice. Furthermore, overall they were more custodial in their pedagogical approach. Two of the lessons in the NQT group were minor sports being taught using more custodial orientation. The students had far more ownership of their learning, therefore there was less opportunity to score their behaviours. Feedback, for example, was between students rather than teacher and student. The GCSE lessons taught by two of the ETs demonstrated how the agenda and pressure to succeed leads teachers to using trying and tested pedagogies to ensure success when time is limited. Relatedness behaviours mirrored the same issues as autonomy; the students that received the attention were students that demonstrated high physical competence, effort and enthusiasm. The 5+year teachers demonstrated the behaviours more consistently, however, this could be attributed to the teaching pedagogies employed.

The significance and interest of using the SONIPE tool is that it demonstrated how deeply embedded the pedagogical practices were in the ETs. The group habitus within the field was clearly evident in their practices by the way they taught, who they interacted with and how they interacted. Furthermore, the teachers in the NQT group were using innovative pedagogies for the minor activities. This is initially reassuring in the promotion of change in physical education.

The SONIPE tool was very limiting. It is designed to measure needs-supportive behaviours of teachers that use custodial pedagogies. If the teacher facilitates rather than directs, there is little opportunity to record the interactions. Furthermore, a lot of interactions in relation to autonomy were observed outside of the class in the changing room and during the walk to the sports field. The interactions are not limited to the classroom and therefore the needs-supportive behaviours need to be measured from the moment the students arrive to the moment they leave rather than

only for the duration of the lesson. Additionally, the greater variance in behaviours between the two groups could have been attributed to the activities being taught and the stage of education of the children they were teaching. Although the study served its purpose to identify changes to behaviours over time, it has created more questions relating to pedagogical practice and potentially adapting the descriptors for each behaviour in order to accommodate more innovative pedagogies that are less teacher directed.

8.4 Implications and Future Research

The traditional curriculum and custodial pedagogies are likely to continue in physical education if recruitment is driven and influenced from within the field; particularly if the practices and values influencing the habitus for the field significantly contribute to the recruitment of the next generation of physical education teachers. Access to information for PETE courses needs to be more readily available. If courses are recruiting the same 'type' of physical education PST, then their belief systems will limit the impact of PETE. Furthermore, the interdependent links will also influence these limitations. Careers services in schools and outside agencies need to be better informed so that potential recruits do not face lack of information as a barrier and are only dependent on their relationships with their physical education teachers.

PETE courses need to readdress the balance of information given. Accommodating new beliefs that are susceptible to being filtered and ultimately washed out is a challenge. Therefore, assimilating new beliefs by combining them with and adapting old beliefs is easier for PSTs to achieve. The SONIPE tool identified the fact that innovative pedagogical practices are starting to filter through into the organisational phase during the NQT year. The traditional curricula are deeply embedded within physical education. This needs to be used as a starting point for belief assimilation. Content knowledge married with innovative pedagogical practices maybe the first

step to developing PSTs confidence in promoting innovation in teaching. Additionally, encouraging a strong content knowledge base in minor activities will also build confidence in teaching them and hopefully raise their profile. Policy makers need to consider how they can balance the curriculum so that physical education can move away from the deeply embedded traditional curricula. One consideration is making NCPE pedagogy driven as opposed to activity driven. Once physical education becomes an equal playing field not dominated by games activities only, the 'type' of recruit may vary. With more emphasis on sports science in examination physical education, those with a more scientific leaning may also have opportunity to consider teaching physical education. Furthermore, careers advice needs to be more easily accessible to those who may have a good relationship with their physical education teacher.

Schools and outside agencies need to consider what their priorities are for their teachers. It appears that teaching is not necessarily the priority in school. Further consideration needs to be given to teacher's effective use of time to ensure they have opportunity to plan for high quality lessons; the focus of a teacher should be teaching.

Further consideration needs to be given to the transition between PETE and becoming an in-service teacher. Alternatively, opportunities need to be given in the later stages of PETE for PSTs to have more independence. This may help to prepare them for the realities of teaching and give them space to experiment more comfortably with their teaching. PETE also needs to give further consideration to the knowledge base needed for examination physical education; particularly A level. ETs highlighted how quickly the changes were made and implemented; before text books were available to teach the courses. The decision makers need to consider a more graduated approach to future changes to ensure that teachers are fully equipped to cope with any changes.

Furthermore, future research could focus on behaviour change in physical education in an attempt to allow the practices within the field adapt.

The limited autonomy supportive behaviours measured by the SONIPE tool and the field diary did not show any real change over time. Marginalised students were not benefiting from developing their intrinsic motivation. As mentioned earlier, teachers are limited in time to plan their lessons due to administrative tasks and they are very much driven by the curriculum. More time is needed to plan more effectively to become confident in the use of more innovative pedagogies that could provide autonomy support. However, the tool itself was limited in terms of how autonomy supportive behaviours could be recorded. Teachers that facilitated were not provided with opportunity to record all autonomy supportive behaviours in the class; only those between student and teacher. Additionally, the tool did note who the interactions were with, which is why the field diary was so important. Needs-Supportive Behaviours need to be looked at in more depth in relation to the pedagogies used. The SONIPE tool currently works well for teacher directed lessons, however, more innovative pedagogies currently cannot be scored effectively. The descriptors for each of the behaviours being recorded need further review.

Additionally, more research could focus on the other fields in physical education teachers' lives and how the values held in these fields influence their attitudes towards physical education. The career stability stage within Fessler and Christensen's (1992) career cycle model was noted previously as the stage following career frustration; however, this is not always the case. Societal changes have meant that more women stay in work after having a family and the long-term impact on changes in the work force is worthy of further consideration.

Reference List

AfPE (Association for Physical Education) (2015) www.afpe.org.uk/physical-education/wp-content/uploads/afPE_Health_Position_Paper_Web_Version2015.pdf (accessed 28 October 2017)

Agar, M., (1986) *Speaking of ethnography.* Beverley Hills, CA: Sage.

Amour, K., and Yelling, M. (2004) 'Continuing professional development for experienced physical education teachers: towards effective provision', *Sport, Education and Society*, 9(1), pp.95 - 114

Arber, S. (2001) Designing Samples in Gilbert, N. (ed) '*Researching Social Life',* 2nd Edition, pp.59-81, Sage Publications, London.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I. and Sandford, R., (2009) 'The educational benefits claimed for physical education and school sport: an academic review Research papers in education', *BERA Physical Education and Sport Pedagogy Special Interest Group* 24 (1), pp.1-27

Bauer, T. N., and Erdogan, B. (2011) 'Organisational Socialisation: The effective onboarding of new employees'. in Zedeck, S. (ed), *APA handbook of industrial and organizational psychology: maintaining, expanding and contracting the organization.* 3, Washington DC: American Psychological Association. pp51-64.

Bazeley, P. (2013) 'Qualitative Data Analysis: Practical Strategies' SAGE Publications, London.

Berg, B. (1995) *Qualitative research methods for the social science.* 5th Edn, London: Pearson.

Belka, D., Lawson, H., and Lipnickey, S. (1991) 'An exploratory Study of Undergraduate Recruitment into Several Major Programs at One University,' *Journal of Physical Education',* 10, pp.286-306

Biesta, G. J. J. (2010) 'Pragmatism and the philosophical foundations of mixed methods research', *SAGE Handbook of Mixed Methods in Social and Behavioral Research,* 2, pp.95-117.

Biesta, G. J. J. (2017) 'Mixing Methods in Educational Research' in Coe, R., Waring, M., Hedges, L. V. and Arthur, J.(eds.) *Research Methods and Methodologies in Education*, 2nd edn. pp.159 – 165.

Billingham, M. (2007) 'Sociological Perspectives' in Stretch, B. and Whitehouse, A. (eds), *Health and Social Care*. Oxford: Heinemann. pp.101-334.

Blankenship, B. T. and Coleman, M. M. (2009) *'*An examination of wash out and workplace conditions of beginning physical education teachers', *Physical educator*, 66, pp.97-111.

Blasé, J. J. (1985) 'The socialization of teachers: an ethnographic study of factors contributing the rationalization of the teacher's instructional perspective', *Urban Education*, 20, pp.235-256.

Bogdan, R., and Biklen, S. K. (1992) *Qualitative research for education: an introduction to theory and methods*. Allyn and Bacon: Boston.

Bonde, H. (2006) *Gymnastics and politics. Niels Bukh and male esthetics.* Copenhagen, Denmark: University of Copenhagen, Museum of Tusculanum.

Borko H. and Putnam, R. (1996) 'Learning to Teach', in Berliner, D. C. and Calfree, R. C. (eds.) *Handbook of Educational Psychology*. New York: MacMillan, pp.758-781.

Bourdieu, P (1977) *Outline of a theory of practice*. Cambridge: Polity Press

Bourdieu, P. (1978) 'Sport and Social Class', *Social Science Information*, 17(6), pp.819-840.

Bourdieu, P. (1990) *The Logic of Practice'*. Cambridge: Polity Press

Bourdieu, P. (1998) *Practical reason: On the theory of action.* Stanford, CA, Stanford

Braun, V. and Clarke, V. (2006) 'using thematic analysis in psychology' *Qualitative Research in Psychology.* Vol. 3:2. P.77-101.

Brown, D. (1999) 'Complicity and reproduction in teaching physical education', *Sport, Education and Society,* 4(2), pp.143-159.

Brown, D. and Evans, J. (2004) 'Reproducing gender? Intergenerational links and the male P.E teacher as a cultural conduit in teaching physical education'. *Journal of Teaching in Physical Education*, 2, pp.48 – 70.

Brown, Morgan and Aldous (2016) *'Changing the Student Teacher Habitus: Interweaving Bourdieu's theory of practice, with pragmatisms crisis, creativity and problem based learning'* in

Richards K. A. R. and Lux Gaudreault, K. *'Teacher socialization in physical education: New Perspectives'*, Routledge, Oxon. pp194-211.

Burgess, R. G. (1990) *In the field an introduction to field research.* New York: Routledge.

Calderhead, J. (1987). 'The quality of reflection in student teachers' professional learning', *European Journal of Teacher Education*, 10(3), pp.269-678.

Calderhead, J. (1996) 'Teachers: Beliefs and knowledge', in Berliner, D. C. and Calfree, R. C. (eds.) *Handbook of Educational Psychology*. New York: Macmillan, pp.709-725.

Capel, S. and Whitehead, M. (2013) 'What is Physical Education?' in Capel, S. and Whitehead, M.(Eds) *Debates in Physical Education*. Routledge, London. pp3-21.

Capel, S., and Whitehead, M. (eds) (2016) *'Learning to teach physical education in the secondary school. A companion to the school experiences'*.4th Edn. Abingdon: Routledge.

Cope, E., Partington, M. and Harvey, S., (2017) 'A review of the use of a systematic observation method in coaching research between 1997 and 2016'. *Journal of Sports Sciences,* 35:20, p. 2042-2050.

Cresswell, J. (2011) Controversies in mixed methods research. In Denzin, N. and Lincoln, Y. (Eds.) *The Sage Handbook of Qualitative Research* (4th Ed.) pp. 269-283. London: Sage.

Cresswell, J., and Plano Clark, V., (2010) *Designing and conducting mixed methods research,* 2nd Ed, Thousnad Oaks, CA: Sage.

Curtner – Smith, M. (1997) 'The impact of biography, teacher education, and organizational socialization on the perspectives and practices of first Year physical education teachers: Case studies of recruits with coaching orientations'*, Sport, Education, and Society*, 2(1), pp.73-94.

Curtner–Smith, M. D. (1999) 'The more things change, the more they stay the Same: Factors influencing teachers' interpretations and delivery of national curriculum physical education', *Sport, Education and Society*, 4(1), pp.75-97.

Curtner–Smith, M. D. (2001) 'The occupational socialization of a first -year physical education teacher with a teaching orientation' *Sport, Education and Society,* 6(1), pp.81-105.

Curtner–Smith, M. D., Hastie, P. A., and Kinchin, G. D. (2008) 'Influence of occupational socialization on beginning teachers' interpretation and delivery of sport education', *Sport and Society*, 13(1), pp.97-113.

Curtner–Smith, M. D. (2016). 'Acculturation, recruitment and the development of orientations', in Richards, K. A., and Lux Gaudreault, K. (eds) *Teacher Socialization in Physical Education: New Perspectives.* London: Routledge. pp

Curtner – Smith, M. D., and Meek, G. A. (2000) 'teachers' value orientations and their compatability with the National Curriculum for physical education', *European Physical Education Review,* 6, pp.27-45.

Cushion, C. J. and Jones, R. L. 2001. A systematic observation of professional top-level youth soccer coaches. *Journal of Sport Behaviour*, Vol 24, p1–23.

Cvetkovic, Nikolic, D., Pavlovic, L., Djordievic, N., Golubovic, M., Stamenkovic, S., Velickovic, M,. (2014) 'The socio economic state of parents and their children's sport engagement'*, Facta Universitatis: Series Physical Education and Sport*, 12(2), pp.179-191.

Darling-Hammond, L., and Lieberman, A. (eds.) (2012). *Teacher education around the world: Changing policies and practices*. New York: Routledge.

D'Aniello, S. (2008) 'Beginning teacher follow up studies: a critical component of teacher education programme evaluation and policy decisions'*, Intervention in school and clinic,* 43(5), pp.309-312.

Dawson, C. (2007) *A practical guide to research methods: A user friendly manual for mastering research techniques and projects.* 3rd edn. Oxford.

Deci, E. and Ryan, R. (2000) 'The what and why of goal pursuits: Human needs and the self - determination behaviour', *Psychological Inquiry*, 11(4), pp.227 – 268.

Deenihan J. T. and MacPhail, A. (2013) 'A pre -service teachers' delivery of sport education: Influences, difficulties and continued use'. *Journal of teaching in Physical Education*, 32(2), pp.166-186.

Deenihan J. T. and MacPhail, A. (2017) 'The influence of organizational socialization in pre -service teacher's delivery of sport education', *Journal of Teaching in Physical Education*, 36 (4), pp.477

Department for Education (2010) *'Careers Guidance and Inspiration in Schools'* London, Department for Education.

Department for Education (2010) *The Importance of Teaching: The Schools White Paper* 2010 available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf

Denzin, N. K (2009) *Qualitative enquiry under fire*. Walnut Creek, CA: Left Coast Press

Denzin, N. K., and Lincoln, Y.S. (2011) Part II: paradigms and perspectives in contention. *In:* Denzin, N.K, and Lincoln, Y.S, (eds) *Handbook of Qualitative Research.* 4th ed. Thousand Oaks, CA: Sage, pp. 91-96.

Department of Education and Science (1990) *'Starting with quality: Report of the committee of enquiry into the quality of educational experiences offered to 3 – 4 year olds'*, London, HMSO.

Dewar, A. M. and Lawson, H. A. (1984) 'The subjective warrant and recruitment into physical education', *Quest*, 36(1), pp.15-25.

Doolittle, S. A. Dodds, P. and Placek J. H. (1993) 'Persistence of Beliefs about teaching during formal training of pre – service teachers'. *Journal of teaching in Physical Education*, 12, pp.355-364.

Eldar, E., Nabel, N., Schechter, C., Talmor, R., and Mazin, K. (2003) 'Anatomy of Success and failure: The story of three novice teachers', *Educational research*, 45, pp.29-48.

Erickson, F. (1986). Qualitative Methods in Research on Teaching. In M. Wittrockk (Ed.), Handbook of Research on Teaching (3rd ed., pp. 119-161). New York: MacMillan.

Everley, S., and Flemons, M. (2015) 'Teacher Values' in Capel, S and Whitehead, M. (eds). *Learning to Teach Physical Education in the Secondary School*. London, UK: Routledge.

Fairclough, S., Stratton, G., and Baldwin, G. (2002) 'The Contribution of Secondary School Physical Education to Lifetime Physical Activity' *European Physical Education Review*, 8(1), pp.69-84.

Fernandez-Balboa, J. M. (1998) 'Transcending masculinities: linking pedagogy and personhood' in Hickey, C., Fitzclarence, L. and Matthews, R. (eds.) *Where the boys are: masculinity, sport and education.* Geelong: Deakin University Press.

Fernandez-Balboa, J. M. and Muros, B. (2006) 'The hegemonic triumvirate--ideologies, discourses, and habitus in sport and physical education: implications and suggestions', *Quest*, 58(2), pp197-221.

Fessler, R. (1992) 'The teacher career cycle' in Fessler, R. and Christensen, J. (eds) *The Teacher Career Cycle: Understanding and guiding the professional development in education*. New York, Teachers College. pp.171-192.

Fessler, R. and Christensen, J. (1992) *The teacher career cycle, Understanding and guiding the professional development of teachers*. Needham Heights, MA: Allyn and Bacon

Fontana, A. and Frey, J. (2005) 'The interview: From neutral stance to political involvement' in Denzin, N. K. and Lincoln, Y. S. (eds.) *Handbook of Qualitative Research*, thousand Oaks, CA: Sage. pp.695-728.

Gaudreault K. L. and Woods, A. (2013) 'Factors leading to career frustration and exit: A case of a veteran physical educator', *Journal of Physical Education and Sports Management*, 4 (4), pp.51-61.

Gardner, H. (1993) *Multiple Intelligences: The Theory in Practice.* Basic books, New York

Gibson, W. J., and Brown, A. (2009). *Working with qualitative data.* London, : SAGE Publications Ltd

Gill, D. (2011) Beyond the qualitative-quantitative dichotomy: notes from a non -qualitative researcher. *Qualitative Research in Sport, Exercise and Health, 3, pp. 305-312.*

Gillham, B. (2000) *Case study research methods.* London: Continuum.

Goodall, H. L. (2000) *Writing the new ethnography.* Walnut Creek, CA: Alta Mira Press.

Goodson, I. (1992) *Studying teachers' lives.* London: Routledge.

Gordon, R.L. (1980) *Interviewing: Strategy, technique and tactics*. Homeward, IL: Dorsey.

Gore, J. (1990) 'Pedagogy as text in Physical Education Teacher Education' in Kirk, D., and Tinning, R. (eds) *Physical Education, Curriculum and Culture: Critical Issues in the Contemporary Crisis*. London, UK: The Falmer Press.

Graber, K. C. (1991). 'Studentship in pre -service teacher education: a qualitative study of undergraduate students in physical education', *Research Quarterly for Exercise and Sport*, 61(1), pp.41-51.

Graber, K. C., Killian, C. M., and Woods, A. M. (2016). *'Professional socialisation, teacher education programs and dialectics'* in Richards, K. A., and Lux Gaudreault, K. (eds.) *Teacher Socialization in Physical Education: New Perspectives.* London, UK: Routledge.

Green, K. (1998) 'Philosophies, ideologies and the practice of physical education' *Sport, Education and Society,* 3(2), pp.125-143.

Green, K. (2002) 'Physical education teachers in their figurations: A sociological analysis of everyday philosophies'*, Sport and Society*, 7(1), pp.65-83.

Green, K. (2008) *Understanding Physical Education.* Sage Publishing ltd.

Greene, J. C., Caracelli, V. J., Graham, W. F., (1989) 'Toward a conceptual framework for mixed method evaluation designs', *Educational Evaluation and Policy Analysis,* 11(3), pp255-274.

Greiner-Meikin, S. and Feder, E. (1996) 'How to evaluate the beginning teacher's lesson: Evaluation tools in the 2nd international conference on teacher education: Stability, evolution and revolution' Netanya, Israel: The Wingate Institute. pp.465–75.

Groff, E. (1995) 'Laban Movement Analysis: Charting the Ineffable Domain of Human Movement', *Journal of Physical Education, Recreation and Dance,* 66 (2), pp.27-30.

Guba, E. G. (1981) 'Criteria for assessing the trustworthiness of naturalistic enquiries'. *Educational Resources Information Center Annual Review Paper,* 29, pp.75-91.

Guba, E. G., and Lincoln, Y. S. (1994) 'Competing Paradigms in Qualitative Research' in Denzin, N. K. and Lincoln N. K. (eds.), *Handbook of Qualitative Research*. London: Sage. pp. 105-117.

Haerens, L., Aelterman, N., Van den Berge, L., De Meyer,J., Soenens, B. and Vansteenkiste, M. (2012) 'Observing Physical Education teachers Need – Supportive Interactions in Classroom Settings', *Ghent University*, Ghent. pp.1-43.

Hammersley, M. and Atkinson, P. (1995*) Ethnography: principles in practice.* London: Routledge.

Hastie, P. and Hay, P. (2012) *'Qualitative Approaches' in* Armour, K. and MacDonald, D. (eds) *Research Methods in Physical Education and Youth Sport'* Routledge, London. pp79-94.

Hatch, J. A. (2002) *Doing Qualitative Research in Education Settings.* State University of New York Press, Albany.

Heinz, M. (2008) 'The composition of applicants and entrants to teacher education programmes in Ireland: Trends and patterns*', Irish Education Studies*, 27, pp.223 -240.

Hendry, L. and Whiting, H. (1972) 'General course and specialist physical education student characteristics', *Educational Research*, 14, pp.152- 156.

Henniger, M. (2007) 'Lifers and troopers: urban physical education teachers who stay', *Journal of Teaching Physical Education*, 26, pp.125-144.

Hess – Biber, S.J., and Leavy, P.L., (2006) *Feminist research in practise: a primer.* Thousand Oaks, CA: Cornell University Press.

Hodge, S. (1997). 'Mentoring: perspectives of physical education graduate students from diverse cultural backgrounds', *Physical Educator*, 54(4), pp.181-195.

Holstein, J. and Gubrium, J. (1995) *The Active Interview: Qualitative research methods series 37.* Thousand Oaks, CA: Sage.

Horn, T. (2011) Multiple pathways to knowledge generation: qualitative and quantitative research approaches in sport and exercise psychology. *Qualitative Research in Sport, Exercise and Health,* 3, pp.291-304.

Howe, K. R., (1988) Against the quantitative-qualitative incompatibility thesis or, Dogmas die hard. *Educational Researcher,* 17 (8), pp. 10-16.

Hushman, G., and Napper–Owens, G. (2012). 'Strategies to reduce negative socialisation in the first years of teaching', *Journal for physical and Sport Educators*, 25(7), pp.8-10.

Hutchinson, C. (1993). 'Prospective teachers' perspectives on teaching physical education: An interview study on the recruitment phase of teacher socialization', *Journal of Teaching in Physical Education,* 12(4), pp.344-354.

Ingersoll, R., and Smith, T. M. (2004). '*Do Teacher Induction and Mentoring Matter?'.* Retrieved from https://repository.upenn.edu/gse_pubs/134

Jang, H., Reeve, J. and Deci, E. (2010) 'Engaging students in learning activities: it is not autonomy support or structure but autonomy support and structure', *Journal of Education Psychology*, 102(3), pp.588-600.

Johnson, N., (2009) The role of self and emotion within qualitative sensitive research; a reflective account, *Enquire,* 2(2), pp. 191-214.

Keay, J. (2005) 'Developing the physical education profession: new teachers learning within a subject – based community', *Physical Education and Sport Pedagogy*, June, pp.139-157.

Kirk, D. (1992). 'Physical Education, discourse, and ideology: Bringing the hidden curriculum into view' *Quest*, 44(1), pp.35-56.

Kirk, D. (1998) *Schooling bodies: school practice and public discourse 1880-1950.* London, UK: Leicester University Press.

Kirk, D. (2005). 'Physical education, youth sport and lifelong participation: the importance of early learning experiences', *European Physical Education Review*, 11(3), pp.239-255.

Kirk, D. (2010). *Physical education futures.* London, UK: Routledge.

Kirk, D. (2013) 'Educational Value and Models based practice in physical education'. *Education and Philosophy and Theory,* 45, pp.973-986.

Koenig, R. (2014, October 10). *Education-degree programs, once popular, take a nosedive*. Retrieved from http://chronicle.com/article/Education-Degree-Programs/149277/

Krefting. L., (1991) Rigour in qualitative research: the assessment of trustworthiness, *American Journal of Occupational Therapy,* 45, pp. 214-222.

Kuhn, T. S (1970) *The Structure of Scientific Revolutions*, 2nd edn, Chicago, Il: University of Chicago Press.

Kvale, S. (1996) *Interviews: An introduction to qualitative research interviewing*. London: Sage

Lacey, C. (1977) *The Socialisation of Teachers*. London, England: Methuen.

Laine, L. (1989). In search of a physical culture for women – Women's movement and culture in everyday life; Elli Björstén's heritage today. *Scandinavian Journal of Sports Sciences, 11*(1), pp.15–27.

Lawson, H. (1983a) 'Toward a model of teacher socialization in physical education: the subjective warrant, recruitment and teacher education', *Journal of Teaching in Physical Education,* 2(3), pp.3-16.

Lawson, H. (1983b) Toward a model of teacher socialization in physical education, entry into schools, teacher's role orientations, and longevity in teaching (part 2), *Journal of Teaching in Physical Education,* 3(1), pp.3-15.

Lawson, H. (1986). 'Occupational Socialization and the Design of Teacher Education Programs'. *Journal of teaching in Physical Education*, 5(2), pp.107-116.

Lawson, H. A. (1988) 'Occupational socialization, cultural studies and physical education curriculum', *Journal of Teaching in Physical Education*, 7(4), pp.265-288.

Lawson, H. (1989) 'Occupational recruitment research in physical education: conceptual and methodological suggestions' Paper presented at the American Educational Research Association, March, San Francisco.

Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press

Lee, H., and Curtner-Smith, M. (2011) 'Impact of Occupational Socialization on the Perspectives and Practices of Sport Pedagogy Doctoral Students', *Journal of Teaching in Physical Education*, 30(3), pp.296-313.

Leininger, M. M., (1985) Nature, rationale and importance of qualitative research methods in nursing. In Leininger, M. M. (Ed.) *Qualitative Research Methods in Nursing,* pp. 1-28, New York: Grune and Stratton.

Letherby, G., (2003) *Feminist research in theory and practice.* Philadelphia, PA: Open University Press.

Lincoln, Y., Lynham, S., and Guba, E., (2011) Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Denzin, N. and Lincoln, Y. (Eds.), *The Sage Handbook of Qualitative Research* (4th Ed), pp.97-128. London: Sage.

Lincoln, Y. S. and Guba, E. G. (1985) *Naturalistic Enquiry*. Beverly Hills, CA: Sage.

lisahunter, Smith, W. and emerald, E (2015) 'Bourdieu and his conceptual tools' in lisahunter, Smith, W. and emerald, E. (eds) *Pierre Bourdieu and Physical Culture*, Routledge, London. pp3-23.

Locke, L. F. (1992) 'Changing Secondary School Physical Education', *Quest*, 44(3), pp.361-372.

Lortie, D. (1975/2002) *Schoolteacher: A Sociological Study* (2nd ed.) with a new Preface. Chicago: University of Chicago Press.

Lundvall, S. and Schantz, P. (2013) '*Physical activities and their relation to physical education: A 200year perspective and future challenges.* The Global Journal of Health and Physical Education Pedagogy, 2(1), pp.1-16.

Lux, K. and McCullick, B.A. (2011) 'How one exceptional teacher navigated her working environment as the teacher of a marginal subject', *Journal of Teaching in Physical Education*, 30, pp.358-374.

Lynn, S. K. and Woods, A. M. (2010) 'Following the yellow brick road: A teachers journey along the proverbial career path', *Journal of Teaching in Physical Education*, 29, pp54-71

MacDonald, D. (1995) 'The role of proletarianation in PE teacher attrition'. *Research Quarterly for Exercise and Sport*, 66, pp.129-141.

MacDonald, D. (1999a) 'The 'professional' work of physical education teachers', *Research Quarterly for Exercise and Sport,* 70, pp.41-54.

MacDonald, D. (1999b) 'Teacher attrition: A review of literature'. *Teaching and Teacher Education,* 15, pp.835-848.

MacPhail, A., M. O'Sullivan, and Halbert, J (2008) 'Physical education and education through sport in Ireland' in Klein, G. and Hardman, K.(eds.) *Physical Education and Sport Education in the European Union*. Paris: editions Revue E.P.S. pp.188-201.

Maguire, M. and Delahunt, B. (2017)' Doing thematic analysis: a practical step by step guide for learning and teaching scholars' *All Ireland Journal of teaching and Learning in Higher Education (AISHE-J).* Vol. 3 (Autumn) p. 3351-33514.

Makela, K., Hirvensalo, M., Laakso, L., and Whipp, P. R. (2014) 'Physical Education teachers in motion: An account of attrition and area transfer'. *Physical Education and Sport Pedagogy*, 19, pp.418-435.

Mangan, J. A. (1993) Grammar Schools and the games ethic in the Victorian and Edwardian Eras. *Albion*, 15(4), pp. 313-335.

Mangan, J.A. (1986) The Games Ethic and Imperialism. *Research Quarterly for Exercise and Sport,* 57(3), pp.268-272.

Mangan, J. A. (1981a) *Athleticism in Victorian and Edwardian public schools.* Cambridge, England: Cambridge University Press.

Marshall, M.N. (1996) 'Sampling for qualitative research'. *Family Practice*, 13, pp.522-525.

Marshall, C. and Rossman, G. (1999) *Designing Qualitative Research* (3rd edn) Thousand Oaks: Sage.

Mason, J. (2006) Six strategies for mixing methods and linking data in social science research. In *Real life methods, sociology.* University of Manchester.

Matanin, M., and Collier, C. (2003) 'Longitudinal analysis of pre- service teacher's beliefs about teaching physical education', *Journal of Teaching Physical Education*, 22(2), pp.153-168.

Mauss E. (1973) 'Techniques of the Body', *Economy and Society,* 2(1), pp.70 – 88

Maxwell, J. A., and Mittapalli, K. (2010). Realism as a stance for mixed methods research. In A. Tashakkori and C. Teddlie (Eds.), Sage handbook of mixed methods in social and behavioral research (2nd ed., pp. 145-167). Thousand Oaks, CA: Sage.

McFee, J. K. (1984). 'An analysis of the goal, structure, and social context of the 1965 Penn State Seminar and the 1983 Getty Institute for Educators on the Visual Arts'. *Studies in Art Education*, 25(4), pp.276-281.

McGuire, B. and Collins, D. (1998) 'Sport, Ethnicity and Racism: the experience of Asian heritage boys' *Sport, Education and Society*, 3, pp.79-88.

Mensch, J. and Mitchell, M. (2008) 'Choosing a Career in Athletic Training: Exploring the Perceptions of Potential Recruits'. *Journal of Athletic Training*, 43(1), pp.70-79.

Mischler, E. G. (1986) *Research interviewing: context and narrative*. Cambridge, MA: Harvard University Press.

Moran, A., James, M., and Kirby, K., (2011). Whatever happened to the third paradigm? Exploring mixed methods research designs in sport and exercise psychology. *Qualitative Research in Sport, Exercise and Health,* 3, pp.362-369.

Morse, J. (1994) 'Designing funded research' in Denzin, N and Lincoln, Y. (eds.) *Handbook of Qualitative Research*. London: Sage. pp.220-23.

Mosston, M. and Ashworth, S. (2002) *Teaching physical education*. 5th edn. London: Benjamin Cummings.

Muijs, D. (2004) Doing Quantitative research in Education with SPSS. Sage Publications, London.

Ntoumanis and Standage (2009) 'Motivation in Physical Education Classes: A Self Determination Perspective'*, Theory and Research in Education*, 7, pp.194-202.

Nyberg, G., and Larsson, H. (2012). 'Exploring 'what' to learn in physical education'. *Journal of Physical Education and Sport Pedagogy,* 19(2), pp.123-135.

O'Bryant, C. P. O'Sullivan, M. Raudensky, J (2000) 'Socialization of Prospective Physical Education Teachers: The Story of New Blood', *Sport, Education and Society*, 5(2), pp.177 – 193.

Organisation for Economic Co-operation and Development. (2006) *Education policy analysis: Focus on Higher Education*. Paris: Organisation for Economic Co-operation and Development.

O'Sullivan, M. (2005) 'Beliefs of teachers and teacher candidates: Implications for teacher education' in Carreiro da Costa, F., Cloes, M. and Gonzales, M. (eds.) *The art of science of teaching in physical education and sport*. Lisbon: Universidade De Tecnica. pp.149-164.

O'Sullivan, M., MacPhail, A. and Tannehill, D. (2009) 'A career in teaching decisions of the heart rather than the head', *Irish Educational Studies*, 28(2), pp.177-191.

Pajares, M. (1992). 'Teacher beliefs and educational research: cleaning up a messy construct', *Review of Educational Resear*ch, 62(3), pp.307-33.

Parker, M., Patton, K. and Tannehill, D. (2016) 'Professional development experiences and organisational socialization' in Richards K. A. R. and Lux Gaudreault, K. Teacher Socialization in Physical Education: New Perspectives. Routledge: Oxon. pp.98 – 113.

Patton, M. (2002) *Qualitative Research and Evaluation Methods*. 3rd Edn. Thousand Oaks, CA: Sage.

Penney, D. (2006) 'Curriculum construction and change' in Kirk, D. MacDonald, D. and O'Sullivan, M. (eds) *The Handbook of Physical Education*, London, Sage, pp.565-579.

Penney, D. and Chandler, T. (2000) 'Physical Education, What future(s)?' *Sport, Education and Society*, 5, pp.71-87.

Penney, D., and Evans, J. (1994). 'It's just not (at not just) cricket', *British Journal of Physical Education*, 25(3), pp.9-12.

Penney, D. and Evans, J. (1999) *Politics, Policy and Practice in Physical Education*. London: E. and F. N. Spon.

Pfister, G. (2003) 'Cultural confrontations: German Turnen, Swedish gymnastics and English sport – European diversity in physical activities from a historical perspective. *Culture, Sport, Society,* 6 (1), pp.61-91.

Phillips, D. C. (1987). *Philosophy, science, and social inquiry: Contemporary methodological controversies in social science and related applied fields of research.* Oxford, UK: Pergamon Press.

Philpot, R., and Smith, W. (2011). 'Beginning and graduating student–teachers' beliefs about physical education: a case study', *Asia–Pacific Journal of Health, Sport and Physical education*, 2(1), pp.33-50.

Placek, J., Doolittle, S., Ratliffe, T., Dodds, P., Portman, P. and Pinkham, K. (1995) 'Teaching Recruits' Physical Education Backgrounds and Beliefs About Purposes for Their Subject Matter', *Journal of Teaching in Physical Education*, 14, pp.246-261.

Pope, S. (2005) Once more with feeling: affect and playing with the TGfU model, *Physical Education and Sport Pedagogy*, 10(3), pp.271–286.

Pope, C. (2006)' Interpretive perspectives in physical education research' In Kirk, D. MacDonald, D. and O'Sullivan, M. (Eds.) *The Handbook of Physical Education.* London: Sage. pp.21-36.

Qualifications and Curriculum Authority (QCA) (2007a) '*Physical Education Programme of Study: Key Stage 3*,' London: QCA.

Ralph, A. M., and MacPhail, A. (2014) 'Pre–service teachers' entry onto a physical education teacher education programme, and associated interests and dispositions'. *European Physical Education Review,* 21(1), pp.51-65.

Rauscher. L., and Greenfield, B. (2009). Advancements in contemporary physical therapy research: Use of mixed methods. *Physical Therapy*, 89, pp. 1 - 9

Reeves, J. (2009) 'Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive' *Educational Psychologist*, 44(3), pp.159-175.

Reichenberg, R., Lazovsky, R. and Zeiger, T. (2000) *The internship in teaching: Its contribution to the intern's professional development and its significance for teacher training*. Beit Berl, Israel: Beit Berl College.

Richards, K. A., and Templin, T. J. (2012) 'Toward a Multidimensional Perspective on Teacher-Coach Role Conflict'. *Quest,* 64(3), pp.164 – 176.

Richards, K. A. R., Templin, T. J. and Gaudreault, K. L. (2013) 'Understanding the realities of school life: recommendations for the preparation of physical education teachers'. *Quest,* 65, pp.442-457'

Richards. K. A., Templin, T. J., and Graber, K. (2014). 'The socialization of teachers in physical education: review and recommendations for future work', *Kinesiology Review*, 3(2), pp.113-134.

Richards, K. A. (2015) 'Role socialization theory: the socio-political realities of teaching physical education', *European Physical education review*, 21, pp.379 – 393.

Richards, K. A. and Hemphill, M. A. (2016) 'Using role theory to understand the experiences of physical education teachers: toward role socialization theory', in Richards K. A. R. and Lux Gaudreault, K. (eds.) *Teacher Socialization in Physical Education: New Perspectives*. Oxon: Routledge, pp.147–161.

Richards, K. A. and Lux Gaudreault, K. (2017) 'Socialization into physical education: learniong from the past and looking to the future in physical education socialization', in Richards K. A. R. and Lux Gaudreault, K. (eds.) *Teacher Socialization in Physical Education: New Perspectives*. Oxon: Routledge, pp.3-10.

Richards, L. (2015) Handling Qualitative Data: A Practical Guide, 3rd Ed. Sage Publications Ltd.

Richardson, L., (2000) Evaluating Ethnography, *Qualitative Enquiry,* 6 (2), pp. 253-255.

Richardson, V. (1996) 'The role of attitudes and beliefs in learning to teach', In Sikula, J. Buttery, T and Guyton, E. (eds.) *Handbook of Research on Teacher Education.* 2nd edn. New York: MacMillan. pp.102-119.

Rokeach, M. (1968) *Beliefs, attitudes and values: a theory of organization and change*. San Francisco: Jossey – Bass.

Rossi, T. lisahunter, Christensen, E. and MacDonald, D. (2015) *Workplace learning in Physical Education: Emerging teachers' stories from the staffroom and beyond.* Routledge: London.

Rupprich, H., Lunger, B., Raue, R., Jaiger, R., and Knisel, E. (2016). 'Students' Physical Activity and Teachers Motivational Styles in Physical Education', *International Journal of Physical Education*, 53(4), pp.11-23.

Ryan, R. and Deci, E. (2000) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing' *American Psychologist'*, 55(1), pp.68-78.

Salkind, N. J. (2008) Statistics for people who (think they) hate statistics. 3rd Edition. SAGE Publications, London.

Sandelowski, M., (1986) The problem of rigor in qualitative research. *Advances in Nursing Science,* 8, pp. 27-37.

Sayer, A. (1992). *Method in social science: A real- ist approach* (2nd ed.). London: Routledge.

Siedentop, D. (2002a) 'Content knowledge for physical education', *Journal of teaching in physical education,* 21, pp.368-377.

Schempp, P. G., and Graber, K. (1992) 'Teacher socialisation from a dialectical perspective: pre-training through induction'. *Journal in Teaching Physical Education*, 11, pp.329-348.

Schempp, P. (1989) 'Apprenticeship-of-observation and the development of physical education teachers' in Templin, T. and Schempp, P. (eds.) *Socialisation into Physical Education: Learning to Teach.* Indianapolis: IN Benchmark. pp.13-38.

Scheurich, J. (1995) 'A post -modernist critique of research interviewing', *Qualitative Studies in Education*, 8, pp.239-252.

Schmid, H., (1981). American Occupational Therapy Foundation- Qualitative research and occupational therapy. *American Journal of Occupational Therapy*, 35, pp105-106.

Shaw, J., Connelly, D., and Zecevic, A (2010). Pragmatism in practice: Mixed methods research for physiotherapy. *Physiotherapy Theory and Practice*, 26, pp. 510–518.

Shoval, E., Erlich, I., and Fegjin, N. (2010) 'Mapping and interpreting novice physical education teachers' self- perceptions of strengths and difficulties', *Physical Education and Sport Pedagogy*, 15, pp.85-101.

Shulman, L. S. (1986). 'Those who understand: knowledge growth in teaching'. *Educational Researcher,* 15(1), pp.4-14.

Shulman, L. S. (1987). *'Knowledge and teaching: foundation of a new reform'*. *Harvard Educational Review,* 57 (1), pp.1-22.

Schulman, L. (1998) 'Theory, practice, and the education of professionals', *The Elementary School Journal*, 98(5), pp.511-526.

Sirna, K., Tinning, R. I., and Rossi, T. (2009) 'Social processes of health and physical education teachers' identity formation: reproducing and changing culture'. *British Journal of Sociology of Education,* 31(1), pp.74-84.

Smith, B., and Karp, G. (1996) 'Adapting to marginalisation in a middle school physical education class', *Journal of Teaching Physical Education*, 16(1), pp.30-47.

Smith, B., Sparkes, A.C.,Phoenix, C., and Kirkby, J. (2013) Qualitative research in physical therapy: a critical discussion on mixed-method research, *Physical Therapy Review*, 17,6, 374-381

Solomon, M. A. Worthy, T. Carter, J.A. (1993) 'The Interaction of School Context and Role Identity of First Year Teachers'. *Journal of teaching in Physical Education*, 12(3), pp.313-328.

Sparkes, A.C. (1991) Towards understanding, dialogue and polyvocality in the research community: Extending the boundaries of the Paradigms debate, *Journal of Teaching in Physical Education*, 10, 103-133.

Sparkes, A. (2015) 'Developing Mixed Methods Research in Sport and Execise Psychology: critical reflections on five points of controversy' *Psychology of Sport and Exercise*, 16, 3, pp. 49-59

Sparkes, A. and Templin, T. (1992) 'Life histories and physical education teachers: Exploring the means of marginality' in Sparkes A.C. (Ed.) *Research in Physical Education and Sport: Exploring Alternative Visions.* London: The Falmer Press. pp.118-141.

Sparkes, A., and Smith, B., (2009) Judging the quality of qualitative enquiry: criteriology and relavatism in action. *Psychology of Sport and Exercise,* 10, pp491-497.

Sparkes, C. Dimmock, J. Lonsdale, C. and Jackson, B. (2016) 'Modeling Indicators and outcomes of students' perceived teacher relatedness support in high school physical education'*, Psychology of Sport and Exercise, 26,* pp.*71-83.*

Stanislavski, C. (1961) *Creating a Role*. Trans. Elizabeth Reynolds Hapgood. New York: Theatre Arts Books.

Stewart, K. (2007) '*Expert Performers' Socialization into Sport'* Doctoral Thesis, Loughborough University, UK.

Stran, M. and Curtner-Smith, M. (2009) 'Influence of Occupational Socialization on Two Preservice Teachers' Interpretation and Delivery of the Sport Education Model*'*, *Journal of teaching in Physical Education,* 28(1), pp.38-53.

Strauss, A., and Corbin, J. (1990) *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications, Inc.

Stroot, S. A. Faucette, and N. Schwager, S. (1993) 'In the Beginning: The Induction of Physical Educators'*. Journal of Teaching in Physical Education',* 12, pp.375 – 385.

Stroot, S., and Williamson, K. (1993). 'Issues and Themes of Socialization into Physical Education'. Journal of Teaching in Physical Education, 12(4), pp.337-343.

Stuckey, H.L. (2015) 'The second step in data analysis: Coding qualitative research data' Methodological issues in social health and Diabetes Research, 3 (1), pp. 7-10.

Stylianou, M., Hodges Kulinna, P., Cothran, D. and Kwon, J. Y. (2013) 'Physical education teachers' metaphors of teaching and learning division of educational leadership and innovation', Journal of Teaching in Physical Education, 32(1), pp.24-45.

Sun, H., Li, W., and Shen, B. (2017) 'Learning in physical education: A Self Determination Theory Perspective,' Journal of Teaching Physical Education, 36, pp.277-291.

Sun, H. (2016) 'Motivation as a learning strategy'. In C.D. Ennis (ed.) *Handbook of physical education pedagogies*. New York: Routledge. pp.631–646.

Suen, Y., Cerin, E, and Wu, N. (2015) 'Parental Practices Encouraging and Discouraging Physical Activity in Hong Kong Chinese Preschoolers', *Journal of Physical Activity and Health*, 12 (3), pp.361-369.

Taylor, I., Ntoumanis, N., and Smith, B. (2009). 'The social context as a determinant of teacher motivational strategies in physical education'. *Psychology of Sport and Exercise*, 10(2), pp.235–243.

Tesch, R. (1990) *Qualitative research: analytical types and software tools.* Lewes: Falmer Press

Templeton, R. C., (2016) Pierre Bourdieu and non–habitual decisions. *Educate,* 16 (1), pp. 35-40.

Templin, T., Padaruth, S., Sparkes, A. and Schempp, P. (2017) 'A historical overview of teacher socialization in physical education' in Richards K. A. R. and Lux Gaudreault, K. (eds.) *Teacher Socialization in Physical Education, New Perspectives*. Routledge, Oxon.

Templin, T. J. and Schempp, P.G. (1989b) *Socialisation into Physical Education: Learning to Teach.* Indianapolis: Benchmark Press.

Templin, T. J. Woodford, R. and Mulling, C. (1982) 'On Becoming a Physical Educator: Occupational Choice and the Anticipatory Socialization Process' *Quest,* 34(2), pp.119-133.

Thomas, G. (2009) *How to do your research project. A guide for students in education and applied social science.* Sage publications: London.

Timken, G. L. and McNamee, J. (2012) 'New perspectives for teaching physical education: Preservice Teachers' Reflections on Outdoor and Adventure Education', *Journal of Teaching in Physical Education*, 31 (1), pp.21-38.

Tinning, R. and Fitzpatrick, K. (2012) 'Thinking about research frameworks' in Armour, K. and Macdonald, D. (eds.) *Research Methods in Physical Education*, Routledge, London and New York, pp.51-65.

Tinning, R. I. (1988) 'Student Teaching and the Pedagogy of Necessity'. *Journal of Teaching in Physical Education*, 7(2), pp.82-89.

Trainor, A. (2017) *Transition by design: Improving Equity and outcomes for adolescents with disabilities.* Teachers College Press, New York.

Tsangaridou, N. (2006) 'Teacher Beliefs' in Kirk, D., MacDonald, D., and O'Sullivan, M. (eds.) *Handbook of Research in Physical Education*, London, UK: Sage.

The Funding Environment for Universities (2014) *The impact of Initial Teacher Training reforms on English higher education institutions,* Universities, UK.

Venn, J. J. (2000) *Assessing students with special needs.* (2nd ed.). Upper Saddle River, NJ: Merrill.

Van den Berghe, L., Vansteenkiste, M., Cardon, G., Kirk, D., and Haerens, L. (2014) 'Research on Self Determination in Physical Education: Key Findings and Proposals for Future Research' *Journal of Physical Education and Sport Pedagogy,* 19(1), pp.97-121.

Van Krieken, R. (1998) *'Norbert Elias'* (London and Routledge)

Van Maanen, J., and Schein, E. (1979) 'Toward a theory of organizational socialization'. *Research in organizational behaviour,* 1, pp.209-264.

Van Papendorp, J., and Friedman, S. (1997) *Teaching Creative Dance: A Handbook*. Cape Town, South Africa: Kwela Books.

Venn, J. J. (2000) *Assessing students with special needs.* 2nd edn. Upper Saddle River, NJ: Merrill.

Watt, H. and Richardson, P. (2008) 'Motivations, perceptions and aspirations concerning teaching as a career for different types of beginning teachers'. *Learning and Instruction,* 18 (5), pp.408-428.

Ward, J., Wilkinson, C., Graser, S., Prusak, K. (2008) 'Effects of choice on student motivation and physical activity behavior in physical education', *Journal of Teaching in Physical Education*, 27(3) pp.385-398

Weed, M. (2009) 'Research quality considerations for grounded theory research in sport and exercise psychology', *Psychology of Sport and Exercise,* 10 (5), pp502-510

Western, J. S., and Anderson, D. S. (1968) 'Education and Professional Socialization', *The Australian and New Zealand Journal of Sociology*.4 (2), pp.91 – 106

Whaley, D. E., and Krane, V., (2011) 'Now that we all agree, let's talk epistemology: a commentary on the invited articles' *Qualitative Research in Sport, Exercise and Health,* 3, pp. 394-403.

Whitehead, M. (2010) *Physical Literacy: Throughout the Lifecourse*. Abingdon, UK: Routledge.

Whitehead, M. and Capel, S. with Wild, A. and Everley, S. (2010) National Curriculum 2007*,* in S. Capel and M. Whitehead (eds) *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience* (3rd edn), London: Routledge.

Whitehead, M. (2013). 'The Value of Physical Literacy'. *ICSSPE Bulletin – Journal of Sport Science and Physical Education,* 65(1), pp.42-43.

Whitehead, M. (2015). *'Aims of PE'*. In Capel, S., and Whitehead, M. (Eds). Learning to Teach Physical Education in the Secondary School. A companion to school experience. (4th Ed.). Abingdon, UK: Routledge.

Willig, C., (2001) *Introducing qualitative research in psychology.* Berkshire, UK: Open University Press.

Wolcott, H., (1999) *Ethnography a way of seeing.* London: Sage.

Woods, A. M. and Earls, N. F. (1995) 'An examination of physical education teachers from a research based preparation program'*. Physical educator*, 52(2), pp.78-92.

Woods, A. M., Richards and Ayres, S. (2016) 'All in: teachers and college faculties roles in recruiting physical educators'. *Journal of Teaching Physical Education, Recreation and Dance*, 87(4), pp.18-23.

Woods, A. M. and Roades, J. L. (2010) 'National boards certified physical education teachers: background characteristics, subjective warrants, and motivations.' *Journal of Teaching in Physical Education,* 29 (3), pp.312- 331.

Woods, Gentry and Graber, (2016) *'Research on physical education teachers' career stages and socialization'*. In Richards K. A. R. and Lux Gaudreault, K. teacher socialization in physical education: New Perspectives, Routledge, Oxon

Wrench, A. and Garrett, R. (2012) 'Identity work: stories told in learning to teach physical education'. *Sport, Education and Society,* 17 (1), pp.1-19.

Woods, A. M. and Lynn, S. K. (2001) 'Through the Years: A longitudinal study of physical education teachers from a research based preparation program'*. Research quarterly for Exercise and Sport, 72, pp.219-231.*

Zeichner, K.M., and Tabachnick, B.R. (1981) 'Are the effects of university teacher education 'washed out' by school experience?', *Journal of Teacher Education,* 3, pp.7 -11

Zeichner, K and Gore, J. (1990) *'Teacher Socialisation'* in W.D Houston (ed)Handbook on Teacher Education. New York: MacMillan

Zhang, Y. and Wildemuth, B. (2006)*'Qualitative analysis of content'* 1-12, http://ils.unc.edu/~yanz/Content_analysis.pdf (accessed 1 May 2012)

Zounhia, K. (2009) 'Preservice Physical Education Teacher Education: A Research Review'. *Inquiries in Sport and Physical Education*, 7 (2), pp.130-148.

Appendix 1 Sampling Questionnaire

Occupational Socialisation and the Subjective Warrant of Physical Education Teachers

Sampling Questionnaire

Name:

E – Mail:

Tel:

Please circle the answer most relevant to you:

1. **What Course are/ did you following/ followed?**

   PGCE PE PE QTS

2. **Describe your ethnicity in the box below**

3. **What best describes your sports background?**

   Games based Gym/ dance based

4. **Was your PE experience as a pupil mostly positive?**

   Yes No

5. **Was this all of the time?**

   Yes No

6. **Was your PE teacher influential in your decision to become a PE teacher?**

   Yes No

7. **Did you like the way they taught?**

   Yes No

8) At what stage in your life did you decide to become a PE teacher?

During school During a gap in education

During University

9) Were you educated in the UK?

Yes No

10) Do/ did your parents/ guardians actively participate in sport?

Mother/ female carer: yes no

Father/ male carer: yes no

11) Were they supportive of your sporting activities?

Yes No

12) Were they supportive of your sporting activities?

Yes No

13) Was P.E Teaching your first career choice?

Yes No

Additional Questions for NQT's and experienced teachers:

14) What type of school do you teach in?

Upper middle secondary

15) Do you hold a position of authority/ responsibility?

Yes No

16) If so, what is it? (Please write in the box below)

Appendix 2 Gatekeepers Information and Consent form

The Subjective Warrant and Teacher Motivation

INFORMATION LETTER FOR HEAD TEACHERS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

Your Teacher of Physical Education (name of participant) has been invited to take part in a research study. Before you decide to allow your school to be involved, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the study?

The aim of the study is to research the subjective warrant over the three phases of occupational socialisation as identified by Lawson (1983a): The anticipatory/acculturation phase, the professional phase, and the organisational phase. I want to determine the subjective warrants adequacy as a means through which one can ascertain why an individual would want to enter the profession, how the subjective warrant change over time, and further investigate its link with teacher motivation in relation to the development of teaching physical education.

Why has your school been chosen?

(Name of participant) has chosen to participate in this study as he/ she has followed the PGCE Physical Education course or the BE PE with QTS course at University of Bedfordshire. He/ she are either in his/ her first year of teaching, or fifth year of teaching.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will happen to the participant if he/ she take part?

A survey will be conducted by questionnaire. Life story interviews with selected participants will also be undertaken so that their stories can be compared and contrasted to identify common trends and any significant changes within the subjective warrant. This should also help to identify what processes, forces and events affected these changes, and whether the stories are working with or against the suggestions made in the literature. Selected participants will be filmed teaching lessons of varying activities. (Fifth year of teaching only). Assent forms will be given to pupils, and consent forms will be

What are the possible benefits of taking part?

Research about the long-term impact on learning of innovative approaches to teaching in physical education is scarce. Such understanding would assist in beginning to determine the appropriateness of such approaches in teaching and allow other teachers to better understand the consequences of using such innovations.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about the school and any participants will have names removed so that they cannot be recognised from it. The interviews and interview transcripts will be stored electronically on a secured university computer password protected and only accessible by the principal researcher. Electronic files will be deleted from the system after ten years. Pseudonyms, which participants and you can choose will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences.

What will happen to the results of the research study?

Data will be presented in academic papers or at conferences but to reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Flemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for considering participation in this study!
You can keep this copy of this information letter for your records.

The Subjective Warrant and Physical Education

CONSENT FORM FOR HEAD TEACHERS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD Study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

Please circle as appropriate:

Have you received, read and understood a copy of the Information Letter?	Yes	No
Do you understand that your participation in this study is entirely voluntary?	Yes	No
Do you understand that you are free to refuse participation and have the right to withdraw at any time for any reason without it influencing you in any way, and that all data collected from you at that time will be removed?	Yes	No
Do you agree to for your staff member to participate in audio-taped recorded interview(s) with the Researcher?	Yes	No
Do you understand that all audio-taped data will be transcribed and anonymised and no one else will be permitted access to the data?	Yes	No
Do you understand that the school's name WILL NOT be shared and disclosed in the reporting of results?	Yes	No
Do you agree to provide the researcher with a pseudonym which you will be referred to by for the duration of the study and in any reports and publications?	Yes	No
Do you understand that your name will not be displayed in any reports, presentations or publications and the pseudonym you have provided will be used instead?	Yes	No
Do you confirm that you have received copies of relevant documentation?	Yes	No
Do you confirm that you understand that you have an opportunity to ask questions before the interviews and that your questions have been answered to you satisfaction?	Yes	No
Are you happy for your staff member to be contacted to give further clarification to any of your data if contacted by the Researcher?	Yes	No

Do you agree to have your three of your member of staffs lessons filmed in different activity areas after consent and assent forms have been returned by pupils and parents/guardians? (participants in the fifth year of teaching only) Yes No

_____ _____

Signature of Head Teacher Date

_____

Printed name of Head Teacher

Thank you for your participation!
Please complete and return this form to the researcher, Michelle Flemons

Appendix 3 PSTs Information Form

The Subjective Warrant and Teacher Motivation

INFORMATION LETTER FOR PARTICIPANTS AT THE POINT OF ENTRY ONTO A PETE PROGRAMME

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2016

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the study?

The aim of the study is to research the subjective warrant over the three phases of occupational socialisation as identified by Lawson (1983a): The anticipatory/acculturation phase, the professional phase, and the organisational phase. I want to determine the subjective warrants adequacy as a means through which one can ascertain why an individual would want to enter the profession, how the subjective warrant change over time, and further investigate its link with teacher motivation in relation to the development of teaching physical education.

Why have I been chosen?

You have been chosen to participate in this study as you have followed the PGCE Physical Education course or the BE PE with QTS course at University of Bedfordshire. You are at point of entry to your chosen PETE programme.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will happen to me if I take part?

A survey will be conducted by questionnaire. Life story interviews with selected students will also be undertaken so that their stories can be compared and contrasted to identify common trends and any significant changes within the subjective warrant. This should also help to identify what processes, forces and events affected these changes, and whether the stories are working with or against the suggestions made in the literature.

What are the possible benefits of taking part?

Research about the long-term impact on learning of innovative approaches to teaching in physical education is scarce. Such understanding would assist in beginning to determine the appropriateness of such approaches in teaching and allow other teachers to better understand the consequences of using such innovations.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be recognised from it. The interviews and interview transcripts will be stored electronically on a secured university computer and electronic files will be deleted from the system after ten years. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. Your choice about whether to participate in this research study WILL NOT affect your grade in any way.

What will happen to the results of the research study?

Data will be presented in academic papers or at conferences but to reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Elemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for considering participation in this study!
You can keep this copy of this information letter for your records.

Appendix 4 NQT Information Form

The Subjective Warrant and Teacher Motivation

INFORMATION LETTER FOR PARTICIPANTS IN THE FIRST YEAR OF TEACHING

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the study?

The aim of the study is to research the subjective warrant over the three phases of occupational socialisation as identified by Lawson (1983a): The anticipatory/acculturation phase, the professional phase, and the organisational phase. I want to determine the subjective warrants adequacy as a means through which one can ascertain why an individual would want to enter the profession, how the subjective warrant change over time, and further investigate its link with teacher motivation in relation to the development of teaching physical education.

Why have I been chosen?

You have been chosen to participate in this study as you have followed the PGCE Physical Education course or the BE PE with QTS course at University of Bedfordshire. You are in the first year of your teaching .

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will happen to me if I take part?

A survey will be conducted by questionnaire. Life story interviews with selected students will also be undertaken so that their stories can be compared and contrasted to identify common trends and any significant changes within the subjective warrant. This should also help to identify what processes, forces and events affected these changes, and whether the stories are working with or against the suggestions made in the literature.

What are the possible benefits of taking part?

Research about the long-term impact on learning of innovative approaches to teaching in physical education is scarce. Such understanding would assist in beginning to determine the appropriateness of such approaches in teaching and allow other teachers to better understand the consequences of using such innovations.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be recognised from it. The interviews and interview transcripts will be stored electronically on a secured university computer and electronic files will be deleted from the system after ten years. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. Your choice about whether to participate in this research study WILL NOT affect your grade in any way.

What will happen to the results of the research study?

Data will be presented in academic papers or at conferences but to reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Flemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for considering participation in this study!
You can keep this copy of this information letter for your records.

Appendix 5 ET Information Form

The Subjective Warrant and Teacher Motivation

INFORMATION LETTER FOR PARTICIPANTS IN THE FIFTH YEAR OF TEACHING

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

What is the purpose of the study?

The aim of the study is to research the subjective warrant over the three phases of occupational socialisation as identified by Lawson (1983a): The anticipatory/acculturation phase, the professional phase, and the organisational phase. I want to determine the subjective warrants adequacy as a means through which one can ascertain why an individual would want to enter the profession, how the subjective warrant change over time, and further investigate its link with teacher motivation in relation to the development of teaching physical education.

Why have I been chosen?

You have been chosen to participate in this study as you have followed the PGCE Physical Education course or the BE PE with QTS course at University of Bedfordshire. You are in your fifth year of your teaching .

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information letter to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason and all the data you have provided up until that point in time will be removed. A decision to withdraw at any time, or a decision not to take part, will not affect you in any way.

What will happen to me if I take part?

A survey will be conducted by questionnaire. Life story interviews with selected participants will also be undertaken so that their stories can be compared and contrasted to identify common trends and any significant changes within the subjective warrant. This should also help to identify what processes, forces and events affected these changes, and whether the stories are working with or against the suggestions made in the literature. Selected participants will be filmed teaching lessons of varying activities.

What are the possible benefits of taking part?

Research about the long-term impact on learning of innovative approaches to teaching in physical education is scarce. Such understanding would assist in beginning to determine the appropriateness of such approaches in teaching and allow other teachers to better understand the consequences of using such innovations.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about you will have your name removed so that you cannot be recognised from it. The interviews and interview transcripts will be stored electronically on a secured university computer and electronic files will be deleted from the system after ten years. Pseudonyms, which you can choose yourself, will be used when data is being examined, discussed by the research staff and subsequently presented in academic papers or at conferences. Your choice about whether to participate in this research study WILL NOT affect your grade in any way.

What will happen to the results of the research study?

Data will be presented in academic papers or at conferences but to reiterate, you will not be identified in any report/publication.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Elemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for considering participation in this study!
You can keep this copy of this information letter for your records.

Appendix 6 PST, NQT and ET Consent Form

The Subjective Warrant and Teacher Motivation

CONSENT FORM FOR PARTICIPANTS

Principal Investigator:	Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire
Project Date (PhD Study):	February 2011 – August 2013
Project Institution:	Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA
Email:	Michelle.Flemons@beds.ac.uk
Telephone:	01234 794391 (Michelle Flemons)

Please circle as appropriate:

Have you received, read and understood a copy of the Information Letter?	Yes	No
Do you understand that your participation in this study is entirely voluntary?	Yes	No
Do you understand that you are free to refuse participation and have the right to withdraw at any time for any reason without it influencing you in any way, and that all data collected from you at that time will be removed?	Yes	No
Do you agree to fill in the questionnaire in relation to the study?	Yes	No
Do you agree to participate in audio-taped recorded interview(s) with the Researcher?	Yes	No
Do you understand that all audio-taped data will be transcribed and anonymised and no one else will be permitted access to the data?	Yes	No
Do you understand that the school's name WILL NOT be shared and disclosed in the reporting of results?	Yes	No
Do you agree to provide the researcher with a pseudonym which you will be referred to by for the duration of the study and in any reports and publications?	Yes	No
Do you understand that your name will not be displayed in any reports, presentations or publications and the pseudonym you have provided will be used instead?	Yes	No
Do you confirm that you have received copies of relevant documentation?	Yes	No
Do you confirm that you understand that you have an opportunity to ask questions before the interviews and that your questions have been answered to you satisfaction?	Yes	No
Are you happy to be contacted to give further clarification to any of your data if contacted by the Researcher?	Yes	No
Do you agree to have three of your lessons filmed in different activity areas? (Participants in the fifth year of teaching only)	Yes	No

Thank you for your participation!
Please complete and return this form to the researcher, Michelle Flemons

Appendix 7 Parental Information and Consent Form

I

Physical Education and Teacher Motivation

INFORMATION LETTER FOR PARENTS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

Your child is invited to take part in a research study. Before you choose to take part it is important for you to understand why the research is being done and how your child will be taking part. Please take time to read this information letter carefully. You may talk about it with others if you wish. If there is anything you are unsure of, please ask. Take time to decide whether or not you wish your child to take part. Thank you for taking the time to read this information letter.

Why Is My child's P.E lesson being video recorded?

Your child's teacher has volunteered to take part in a research study about his/ her views on what he/ she thinks his/ her job is as a P.E Teacher. I want to find out if his/ her beliefs affect the way she/ he teaches your lessons. This will be done by filming your child's teacher teaching different activities.

Why has my child been chosen?

Your child has been chosen to take part in this study because he/she is in (teachers name) PE group at Schools name).

Does my child have to take part?

Only if you want your child to take part. If you do want your child to take part you will be given this information letter to keep and be asked to sign a consent form. If you change your mind at a later date and wish to withdraw your child from the study, you can do so. You don't have to say why, and this will not be a problem. Any filming that identifies your child will be removed. If you choose to stop or not take part, this will not affect you or your child's relationship with the school in any way.

What will happen to my child if he/ she take part?

Your child's P.E lesson will be video recorded. The focus will be on your teacher teaching. Your child would possibly be in the video clip because you are part of the group your teacher is teaching.

What are the possible benefits of taking part?

This will have no real affect on you. Your teacher may use this video recording so that they can inform future planning your child's lessons to make them better than they already are.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about your child will have your name taken away so that you cannot be recognised from it. The video recording will be kept safely on a password protected university computer that is only known by the lead researcher. The files will be deleted from the system after ten years. Your child's name will not be used in any way.

What will happen to the results of the research study?

The information collected will be used in academic papers and presentations. Your child's personal details will not be shown in any way.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Flemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for thinking about letting your child take part in this study!
You can keep this copy of this information letter for your records.

| Physical Education and Teacher Motivation

CONSENT FORM FOR PARENTS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date: February 2011 – September 2016

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

Please circle as appropriate:

Have you received, read and understood a copy of the Information Letter?	Yes	No
Do you understand that your child only has to take part if you want him/ her to?	Yes	No
Do you understand that if you don't want him/ her to be filmed, no one will be upset with him/ her or you?	Yes	No
Do you agree for your child to be in the video recording of some of his/ her P.E lessons?	Yes	No
Do you understand that all video recordings will be kept in a safe place And no one else will be allowed to have a copy?	Yes	No
Do you understand that the school's name WILL NOT be shared with any one or written on any paperwork?	Yes	No
Do you understand that your name will not be used in any way on any paperwork?	Yes	No
Do understand that you can ask questions before we start video recording so that you are clear about what is happening?	Yes	No

Name of Child:

Form/ class:

_____ _____

Signature of Parent Date

_____

Printed name of Parent

Thank you for taking part!
Please complete and return this form to the researcher, Michelle Flemons

Appendix 8 Student Information and Assent Form

Physical Education and Teacher Motivation

INFORMATION LETTER FOR PUPILS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date (PhD study): February 2011 – August 2013

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

You are being invited to take part in a research study. Before you choose to take part it is important for you to understand why the research is being done and what you have to do. Please take time to read this information letter carefully. You may talk about it with others if you wish. If there is anything you are unsure of, please ask. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this information letter.

Why Is My P.E lesson being video recorded?

Your teacher has volunteered to take part in a research study about his/ her views on what he/ she thinks his/ her job is as a P.E Teacher. I want to find out if his/ her beliefs affect the way she/ he teaches your lessons. This will be done by filming your teacher teaching different activities.

Why have I been chosen?

You have been chosen to take part in this study because you are in (teachers name) PE group at Schools name).

Do I have to take part?

Only if you want to. If you do want to take part you will be given this information letter to keep and be asked to sign a consent form. If you do want to take part you can stop at any time. You don't have to say why, and no one will be upset with you. Any filming that shows you will be taken out. If you choose to stop or not take part, you will not be in any trouble from your teacher, the school, or me.

What will happen to me if I take part?

Your P.E lesson will be video recorded. The focus will be on your teacher teaching. You would possibly be in the video clip because you are part of the group your teacher is teaching.

What are the possible benefits of taking part?

This will have no real affect on you. Your teacher may use this video recording so that they can make your lesson better than they already are.

Will my taking part in this study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Any information about you will have your name taken away so that you cannot be recognised from it. The video recording will be kept safely on a password protected university computer thatis only known by the lead researcher. The files will be deleted from the system after ten years. Your name will not be used in any way.

What will happen to the results of the research study?

The information collected will be used in academic papers and presentations. Your personal details will not be shown in any way.

Who do I contact in case I have any questions or require further information about the research project?

If you have any questions or require further information please contact the Principal Investigator, Michelle Flemons whose details were provided at the top of this information letter. Alternatively, if you would like to speak with someone independent from the study please contact:

Professor David Kirk, Director of the Institute for Research in Education at the University of Bedfordshire (david.kirk@beds.ac.uk).

Thank you for thinking about taking part in this study!
You can keep this copy of this information letter for your records.

| Physical Education and Teacher Motivation

ASSENT FORM FOR PUPILS

Principal Investigator: Michelle Flemons, P2.34, Bedford Campus, University of Bedfordshire

Project Date: February 2011 – September 2014

Project Institution: Faculty of Education, Sport and Tourism, University of Bedfordshire, Polhill Campus, Bedford, MK41 9EA

Email: Michelle.Flemons@beds.ac.uk

Telephone: 01234 794391 (Michelle Flemons)

Please circle as appropriate:

Have you received, read and understood a copy of the Information Letter?	Yes	No
Do you understand that you only have to take part if you want to?	Yes	No
Do you understand that if you don't want to be filmed, no one will be upset with you?	Yes	No
Do you agree to be in the video recording of some of your P.E lessons?	Yes	No
Do you understand that all video recordings will be kept in a safe place And no one else will be allowed to have a copy?	Yes	No
Do you understand that the school's name WILL NOT be shared with any one or written on any paperwork?	Yes	No
Do you understand that your name will not be used in any way on any paperwork?	Yes	No
Do understand that you can ask questions before we start video recording so that you are clear about what is happening?	Yes	No

_____ Date _____
Signature of Pupil

_____
Printed name of Pupil

Thank you for taking part!
Please complete and return this form to the researcher, Michelle Flemons

Appendix 9 SONIPE TOOL

AUTONOMY															
		0-5	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45	45-50	50-55	55-60	Additional explanation	Examples
1.	... asks questions about interests, problems or wishes													Autonomy-supportive teachers try to nurture pupils 'interests. Teachers, who ask questions to try to understand or **gain insight into their pupils' interests, problems or wishes.** score high on this item. This item refers to teachers who try to understand the characteristics of their pupils to be able to take these into account. Questions that are scored are: a) Interests (e.g. Who wants to see the entire dance?) b) Problems (e.g. Are you not feeling well today?, Does everyone understand? Are you ready to move on?) c) Wishes (e.g. Are you ready to try with music?) Remark 1! Questions with regard to the lesson content or exercises (e.g. What are the three things you need to take into account when doing a lay-up?, What is your foot of preference?) Remark 2! When a teacher is trying to track up a problem, whish or interest, also score this item. Even if it is not a real question. 1 = the teacher seeks for an interest, wish or problem (could be a rethorical question). However, the teacherdoes not wait for the answer or does not try to nurture the interest, wish or problem. 2 = the teacher seeks for an interest, wish or problem (could be a rethorical question) and actively tries to nurture the identified wish or interests, or takes the problem into account in what follows. ⇨ Score "2" when "2" occurs once during the course of a 5-minute interval.	INTERESTS During the coming weeks we will learn a hip hop dance. If you have any ideas of a good song we could use during the lessons, you can bring it to me next week. I will see then if the rhythm allows doing our dance on this song. (=2) Has anyone engaged already in Frisbee lessons outside school? Pupils say "yes", but the teacher does not pay further attention to it. (=1) PROBLEMS A teacher goes to an injured pupil and asks if he has hurt himself. -The pupil answers and the teachers replies: "hurry up for the next exercise" (=1) -The pupil answers and the teacher replies: will you manage to engage in the next exercise? (=2) WISHES The teacher asks: will we do it with music now? (1) The teacher asks: who wants to watch the dance? -Pupils who want to can sit aside to see the full dance. (=2) -The teachers indicates herself who can sit aside to have a look (=1)
2.	...nurtures interests, problems and wishes of the pupils													In the previous item, the teachers themselves tried to identify pupils' interests, wishes or problems. In some cases **pupils take the initiative to express their interests, problems or wishes.** Teachers can choose to take these interests, problems or wishes to heart or not. Remark 1! FOR THIS ITEM IT IS THE PUPIL WHO TAKES THE INITIATIVE AND WE CODE HOW THE TEACHERS REACTS TO THAT Remark 2: If a teachers neglects a pupils' questions (=0) Remark 3! Here we do code those problems, wishes or interests that relate to the exercises or lesson content (e.g. a pupils goes to the teacher to tell she is left footed). 1 = The teachers listens to the pupils interests, wishes or problems, but does not actively nurtures it. (vb. Sir, can I be the referee? No, you can't). 2= The teachers listens to the pupils interests, wishes or problems + activity nurtures them by taken it to heart. Also code "2" when the teachers takes the problem, wish or interest to the heart, but is not able to fulfill or nurture it. (E.g. Sir, the ball was for our team right? Yes, it is possible, but I have not seen it, has anyone seen who thought the ball before it went out?) ⇨ Score "2" when "2" occurs once during the course of a 5-minute interval.	INTERESTS In a lesson on handball the teacher uses the word "carambolle". A pupil asks: "Sir, what is a carambolle? The teachers starts to explain___(=2). The teacher says he will come back to it later (=1). How long are we running already sir? 2'30'' (=2) PROBLEMS A pupil has not entirely understood the instructions given by the teacher and asks for an additional explanation. The teacher starts to re-explain the exercise (=2) But Madam, I am left handed and I need to do it from the right hand side now. Ok, you can do it from the other side. (=2) The pupil ask for the teacher to pass the ball from the other side. The teacher ignores the pupils' questions (=0) WISHES "Man, can we change legs. Yes, if you are tired you can. You can also,...(=2) "Can we try to do the piece that follows also (in a lesson on dance). Yes you can, do it all in a row" (=2) "Mam, can we do it like this? Just, do it like we did before, you are used to it anyway now" (=1)
3.	... offers choice													The offered choice should be tailored to the group of pupils and should be relevant. It can be choice in pace (how long can I work on one exercise), order (which exercise do I need to do first), difficulty/level (hit the ball with a bat or tennis racket in baseball), content, (soccer or basketball)... 1 = There is some choice, but the type of choice is minimal because it is limited to one exercise or because it is unclear whether it is noticed by the pupils and experienced as motivational. **Or the choice is only available for a couple of pupils but certainly not for**	MINIMAL FORMS OF CHOICE (=1) Choice between a type of throw in handball (=1) When there are six basketball rings and pupils can choose where they work (=1) Choice between which foot (=1) There are five rows and pupils can choose the row (=1) For one exercise that is organized in pairs, pupils can choose with whom they exercise(=1)

														the entire group. 2=The offered choice is clearly motivating and it developes interest and curiosity among MOST of the pupils. (e.g. Pupils can choose the song for a series of dance lessons, pupils can choose the group of pupils with whom they want to engage in a task. OR choice is prominent available in a large part of the lesson. ⇨ Score "2" when "2" occurs once during the course of a 5-minute interval.	The teachers uses different exercise stations, some pupils can choose where they work, but less competent pupils are assigned to the easiest exercise station by the teacher (=1, because not MOST pupils have choice). Choice between with or without shoes (=1) The teacher asks two volunteers to demonstrate (=1) FUNDAMENTAL CHOICE THAT MAKES PUPILS MORE INTERESTED (=2) In a gym lesson the pupils practice for a show. They can choose the music, are allowed to choose some of the steps, can choose the overall theme and clothes for their performance (=2). The teacher uses exercise stations and pupils get to choose where they work and when they proceed to the next station (=2) Pupils get to choose with whom they will work for a 6 week during task (=2)
4.	… Deliberately /Intentionally provides pupils with the opportunity to experiment, to autonomously practice and exercise, to try out													Autonomy supportive teachers involve pupils by providing the opportunity to experiment AND to search for solutions for problems together with the pupils. The way the content is delivered, allows for problem solving by the pupils. The teacher organizes this intentionally like this. Remark 1: Only code this item if the teacher has engaged in an instructional dialogue (question-answer). When pupils engage for five minutes in a 3 on 3 game situations we do not code this item yet, because we don't know yet how the teacher will behave afterwards. Remark 2: When instruction and questions are incongruent we still code this item. E.G. The teachers allows for pupils to play 3 on 3 and ask to pay attention to scoring. In the instructional dialogue the teachers emphasized other aspects of the game. We still code this item, because congruence between instruction and questions is coded in a different item.	The teacher says before the exercise that they can play 3 on 3 and that problems that arise during the game will be discussed afterwards. -In the instructional dialogue the teacher identifies the main problems and provides the solutions (=1) -In the instructional dialogue the teacher asks questions to the students to guide them to find the problem (=2)

														Remark 3: When the teacher creates a "laissez faire" climate where pupils work independently but they are just playing without any educational intention/goals, we do not code this item. 1= The teacher allows the pupils to experiment, to practice independently, to experience problems. In the instructional dialogue afterwards, the teacher delivers the most important points of importance. The teacher allows for pupils to experience problems, but delivers the solutions his- or herself. 2= The teacher allows the pupils to experiment, to practice independently, to experience problems. In the instructional dialogue afterwards **the teachers guides the students to find solutions themselves (e.g. through question-answer conversations).** ⇨ Score "2" when "2" occurs once during the course of a 5-minute interval.	
5.	… offers a specific and sensible rationale													Autonomy supportive teachers try to explain why some things are important or why things are done in a certain way. They provide answers to the "why" question so that pupils know why they are ask to do things in a certain way. This can also relate to explaining the importance of an exercise. This is important because… When the teacher uses a rationale the interval is coded "2". When the rationale refers to controlled forms of motivation (awards, punishment, guilt, shame, …) we code it as "1". 1 = The teacher offers a rationale, but the rationale induced controlled forms of motivation because it refers to external pressures (awards, punishments) or to internal pressure (guilt, shame). 2 = The teacher offers a rationale AND the rationale induced autonomous forms of motivation because it refers to interests, pleasure, or because the reason can be considered as personally relevant for the pupils. Often these rationales also help the pupils to feel competent. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	SENSIBLE RATIONALE (=1) "It is really important that you were the right sports gear, I have a booklet here in which I right down plusses and mines. Now you have lost a point because you did not bring the right gear." (=1) ZINVOLLE UITLEG (=2) "We will move on a little faster, because the jump we will be practicing today is not that hard." (=2) "I will place a cone right here, so you are not bouncing into each other." (=2) "Why do we ask to stretch the toes, because the movement looks a lot prettier then" (=2) "We only have four banks today because the toddlers use them for… …(=2)". "When you place your foot a little bit in front of the other, you will have more balance.(=2)"

														"Please hold your balls in your hands, so that each one of you can understand me". (=2)
COMPETENCE														
6.	Asks competence supportive questions (about lesson content or problems related to the content). . ...asks questions about the exercises to avoid delivering redundant information as a teacher.													Competence supportive teachers **avoid to deliver all the information themselves,** when knowledge is available among the pupils. The rather ask questions. Code this item **independent of the answer of the pupil: the way the teacher reacts is important**. It is possible that the student does not know the answer, and the teacher passes on the questions to another student. By asking questions the teachers provides the opportunity for pupils to show what they know, to feel competent (even if they are less motor skilled). 1= The teacher asks a question, but does not really provide the opportunity to answer or does not listen to the answer of the pupils. The teacher mainly delivers the information him-herself. 2= The teacher asks a questions, provides the opportunity to answer the questions and deals with the answer in an competence supportive way by recognizing the pupil, by reinforcing the answer, by asking additional higher levels questions. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	COMPETENCE-SUPPORTIVE QUESTIONS WITH UNSUPPORTIVE REACTION OF THE TEACHERS (NEGLECTING OR NEGATIVE REACTION (=1) "Did you bump in to each other, because I have not seen it? Does everyone know what we will do next? Ok lets start (=1, because the teacher never allows for pupils to answer) "How comes we do not get far enough?" Teachers pauses and adds: "Because we don't run fast enough." (=1) "Who can provide me with the points of attention of the lay-up? Pupils' answers. Teacher replies: no, totally wrong, you should know that already now (=1) COMPETENCE SUPPORTIVE QUESTIONS WITH COMPETENCE SUPPORTIVE ANSWER (=2) "Who can provide me with the points of attention of the lay-up??" Pupil answers, teacher reinforces and adds one point of attention (=2) "Who can tell me how to conduct this exercise?" pupil answers but is not entirely correct. Teacher replies, very good, we are in the right directions, can some one else add?"(=2)
7.	... provides an overview													Competence supportive teachers explain their **expectations.** They provide an overview of the lesson content, how this is built and how this is situated in a series of lessons so that pupils understand where they are working to. 1 = Pupils receive information about the order of the exercises and what will come in the next exercise. (e.g. We will engage in three exercises for jumping force, the first is this, the second is this,). The provided overview relates to the following part of the lesson. 2 = the teacher provides information about how the lesson is built, and how exercises **relate** to eachother in the	OVERVIEW WITH REGARD TO ONE PART OF THE LESSON 1 = "We will engage in ten ball skill exercises. This is the first.... ..." "We will run five laps and then take a ball each to...". "Final time and then we do everything on music (=1) "Half of the class can play a game, while the other half is engaging in the evaluation (=1) OVERVIEW WHERE DIFFERENT PARTS ARE RELATED TO EACHOTHER (=2) Last week we had the second soccer lesson. We exercised passing. Today you will be able to use these skills in a 2 on 2

														context of the entire lesson. Different parts of the lesson are connected to eachother. E.g. We will engage in three preparatory exercises for the jump first, because afterwards we will engage in the same jumps you have done on the banks on a higher plinth. OR pupils receive information about how the lessons are situated in a series of lessons on the topic. Today it is the second soccer lesson in a series of eight, we will work towards. Remark!: Also code this item when an overview is provided but lesson goals are not clear (another itme). =>Score "2" when "2" occurs once during the course of a 5-minute interval.	game situations. Next week will integrate the 2-1 situations in a 3 on 3 game. (=2) "The part that follows after this is not that long, we have about one minute now and the entire dance is 1'30 minute. Next week we will finish the dance, and I will bring my camera to video the entire piece. ...."
8.	Formulates lesson goals													Ideally, a teachers formulates lesson goals for the lesson, and formulates them concrete so that pupils really understand what the teachers expectations are. Teachers who support lesson goals nurture and support feelings of competence because pupils better know to what to pay attention to. Remark 1! Only code this item if the behaviour is prominently present during the five-minute interval, not when you indirectly derive it from a previous interval. When lesson goals are derived from the instructional discourse (question-answer conversation) this is coded under item 6 and not here. Remark 2! When the teachers explicitly state the goal of one exercise also score this item. Not if the instruction for an exercise is clear, but the goal is not. Its the difference between: do three rabbit jumps on the banks en run back to the beginning of the row (=0 instruction) and do three rabbit jumps and pay attention to your arms, stretch them forward and bounce really short because this will be important when we transfer to the plinth (=2). 1= Prior to the exercise the goal of the next exercise is explained. A goal is formulated but it is not framed within the course of the entire lesson. Also score 1 when a teacher mentions several points of attention for one exercise and it is not longer clear for the pupils to what to pay attention to. The teacher mentions points of attention for one exercise, but the pupils do not know the overall	THE TEACHERS FORMULATES GOALS, BUT EXPECTATIONS ARE NOT CLEAR FOR THE COURSE OF THE ENTIRE LESSON (=1) "Pay attention to the two step rhythm of the lay-up, it is right-left. Also make sure that you place one hand below the ball. Try to pass before the first cone" (=1) => Because the teachers formulates many points of attention at the same time, the pupils did not know what to pay attention to, also it was not clear how the exercise fitted into the lesson goals. Try to place the hands behind the ball with the fingers spread (=1) Just try to keep running (=1) PUPILS KNOW THE PURPOSE OF A SPECIFIC EXERCISE AND CAN PLACE IT WITHIN THE GOALS OF THE LESSON (=2) "By the end of todays' lesson you will know the two important things a defender will pay attention to." "The most important thing to remember for today is...(=2) "If you want to obtain maximum grades by the end of this series of lessons in gym, you need to....(=2) We currently play 3 on 3, especially pay attention to X or Y... "Today we will try to get to know the entire dance by head, try not to watch your neighbour while dancing." (=2)

													lesson goals = "1". 2 = The pupils know the purpose of the exercise in the course of the lesson goals. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	The teachers explicitly states what students will need to be able to do to het a "5", "6", or "7".
9.	...delivers concrete and clear instructions												By delivering concrete instructions, the teacher makes sure that pupils know what and how to do the tasks, where to stand. Clear instructions are concrete: who, what, when, how, and what after... or are combined with a clear demonstration Remark! Do not code this item when the teachers do not provide instruction in the course of the interval. So only code this behaviour during the interval that it really occurs. 1= Instructions are clear but not concrete "vb. You two take a plinth and place it somewhere there? In some cases a demonstration would have been clarifying, but the teachers did not provide, or the pupils need additional information to be able to get started. 2= Only code this item "2" when the pupils know really well in the 5-minute interval what is expected. The teachers do not need to provide additional explanation or does not need to repete instructions. Based on the instructions the pupils are able to engage in the exercises in the intended way. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	Mieke and Bart, place a three-part plinth between the yellow and blue line and come back to this white line afterwards (=2) When I whistle take three balls each en take a place within the yellow lines. Make sure there is enough space in between each one of you. You have five minutes to find out how you could juggle the balls. When I whistle again you all run into this circle and sit down (=2)
10.	... provides consequent feedback that aligns with previous instructions or the formulated goals												When the teacher has said he will especially look for X or Y, the same points of attention are the subject of the teachers' feedback. When the teacher criticizes the pupils for something that was not clear, he does not consequently provides feedback in alignment with the instructions. Remark! Sometimes a teacher gives additional help or provides tips to the pupils because they are able to make progress this way, this is of course a positive behaviour and is not taken into account when choosing between "1" or "2".	

													1= The teacher provides feedback or supports the learning process through oral instructions. 2= The teacher provides feedback that is clearly in alignment with previous instructions or with the formulated lesson goals (= concourent teaching). =>Score "2" when "2" occurs once during the course of a 5-minute interval.	
11.	...the teacher provides differentiation by level of difficulty, provides challenging taks for every pupil												The teacher takes into account differences between pupils by differentiating between the levels of difficulty of different exercises. 1 = The teachers differentiates, but the way differentiation takes place not necessarily causes more challenge for every pupils, or does not work competence supportive (e.g. when certain pupils are obligated to start on the easiest exercise station, or when all pupils need to go through all exercise stations). **2=** The teachers differentiates and makes sure **EVERY** pupils is challenged at his or her own level, the way differentiation takes place is cleary competence supportive. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	The teacher provided progression – regressions, exercise stations with different levels of difficulty.
12.	...provides competence supportive feedback												The teacher provides feedback in a way that supports the pupils in their feelings of competence, positive feedback in a way that is really competence supportive. The more the feedback is concrete, the more credible it is. Remark! Item 10 is about congruence, this item is about specificity 1 The teachers provides positive feedback (vb. Well done, this is fluid) 2= The teachers supports pupils' feeling of competence by concrete feedback and instructions. By means of the feedback the pupils know what they can do differently next time and what they have done really well. The feedback consists of concrete working points.	Well done (=1) That's fluid (=1) The technique of the kick is good, the direction not (=1) This is one because no information is provided on how to act differently next time or which action was particularly done well. "This was a really nice pass, both of your arms were really nicely stretched"(=2) "No you have stretched your legs and toes a lot better than the previous time!" (=2) "That jump over the plinth is succeeding better each time because now your hands are placed a lot further"(=2)

													=>Score "2" when "2" occurs once during the course of a 5-minute interval.	
13.	...encourages pupils												The teacher encourages to persist, to put energy and effort into the lesson Remark 1! Also code encouragement separately when positive feedback follows. Remark 2! "Well done" is scored in the previous item. 1 = The teachers encourages classically 2= The teacher provides individual encouragement =>Score "2" when "2" occurs once during the course of a 5-minute interval.	"Lets, go" "Hop" Don't give up!"
14.	... offers physical help during the exercises												The teacher offers help to those pupils who ask for help or who need help. 1 = The teachers helps the pupils, although it is not really clear whether they do need help. 2= The teachers helps pupils who ask for help, or introduces a system where students can indicate whether they need help or not (e.g. hand raising, or choosing whether a helper is asked for). =>Score "2" when "2" occurs once during the course of a 5-minute interval.	"Pupils who want help with their jump over the plinth can raise their hands before they jump " (=2)
15.	...explicitly shows trust and confidence in the pupils abilities												The teacher explains or shows that he/she has confidence in the pupils' abilities to reach the lesson goals or engage in the task or exercises. 1 = The teachers expresses confidence in the abilities of one or some pupils. 2= The teacher expresses confidence in the ability of the class group to attain lesson goals or to engage in the task =>Score "2" when "2" occurs once during the course of a 5-minute interval.	The following exercise is not easy at all, but I am sure that every one of you will be able to do it by the end of this lesson (=2)

VERBONDENHEID														
16.	... addresses pupils by their first name												A teacher, who shows sincere concern in the individual pupils, addresses the pupils by their first name. 1 = The teachers uses first names, but only to correct or criticize, to make sure that pupils live up to the instructions, or for matters that relate to the lesson content. 2= Code to when the teachers use the pupils name to show sincere concern and involvement when he seeks for affective, emotional aspects of the pupils that not necessarily directly relate to the lesson. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	Bad example.: "one, two three, put on a yellow shirt." (=0) Good example: "Marie, you can put on a yellow short, together with Simon and Pieter" (=1) Simon, is there something wrong, you look a little pale (=2) Pieter, did you win in the weekend? (=2)
17.	... induces enthusiasm among the pupils												The way the teacher delivers the lesson content induces enthusiasm with the pupils. 1= The teachers puts energy and effort into the lesson, which is expressed through a lot of body movement, body language and large gesticulations. 2=The teacher gesticulates a lot (see 1 (see 1) **AND** shares his personal passion/enjoyment/enthusiasm for the lesson topic with the pupils by putting variation in intonation, volume and pace when explaining something. >Score "2" when "2" occurs once during the course of a 5-minute interval.	"It is incredible how well you are all performing on this exercise, keep up the good work!" (=2)
18.	...is empathic												Empathic teachers are capable of taking the frame of reference of the pupil. They show understanding when a pupils is irritated by a task or exercise, asks questions to try to understand a pupils' reaction, rather than suppressing these. Empathic teachers try to understand the pupils and their world. 1= The teacher reacts empathically to a reaction of the pupil. This means the teacher explicitly states that he/she understands the pupils' emotions by, for instance, referring to one of his/her own experiences. It's about	Pupils sough and bend the head. The teacher reacts: "I see you find it a difficult exercise, it is really not easy, I agree " " (=1) "I know it is the final week before examinations, therefore I will not take additional tests myself, but we will try to have a fun and relaxing lesson" (=2) It is the second time Sophie is too late. An empathic teacher first asks for the reason for Sophie to be late. A non-empathic teacher directly punishes without listening to the

													recognizing emotions and allowing that these take place. 2= Same as 1, but the teacher takes the initiative to react empathically by proactively taking into account pupils' feelings. =>Score "2" when "2" occurs once during the course of a 5-minute interval.	pupils. When a teacher explains the rules of baseball he refers to the games pupils have played in the scouts or other youth organisations (=2).
19.	...offers demonstrations, is a model for the pupils												Teacher provides demonstration 1= Demonstrates during the instruction 2= Demonstrates during the instruction AND provides additional visual information during the learning tasks =>Score "2" when "2" occurs once during the course of a 5-minute interval.	
20.	... puts energy into the lesson												1= The teachers helps with the placement of the materials (not including oral instructions). 2= The teacher participates in a game or in an exercise =>Score "2" when "2" occurs once during the course of a 5-minute interval.	The teacher runs with the students. (=2)

Appendix 10 SONIPE Data Analysis (SPSS) Example

T-Test

Group Statistics

	EXPERIENCE	N	Mean	Std. Deviation	Std. Error Mean
BEHAVIOUR	1 YEAR	5	4.4000	2.37171	1.06066
	5 YEAR	7	3.5714	1.22708	.46379

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BEHAVIOUR	Equal variances assumed	1.487	.251	.797	10	.444	.82857	1.03980	-1.48824	3.14538
	Equal variances not assumed			.716	5.541	.503	.82857	1.15763	-2.06193	3.71907

```
PPLOT
  /VARIABLES=BEHAVIOUR
  /NOLOG
  /NOSTANDARDIZE
  /TYPE=Q-Q
  /FRACTION=BLOM
  /TIES=MEAN
  /DIST=NORMAL.
```

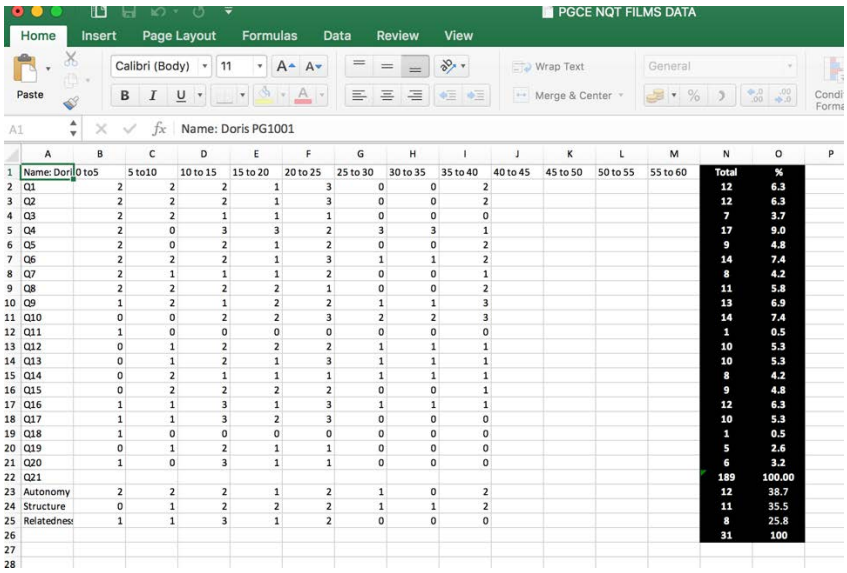
Appendix 11 SONIPE RAW INDIVIDUAL DATA

Individual SONIPE scores for RQ3

The spreadsheets below demonstrate the raw data scores taken following filming of the lesson. The lesson was observed and each behaviour was scored between 0 and 3 at 5minute intervals; 0 represented no demonstration of behaviour, 3 representing frequent demonstration of behaviour. The behaviours are noted on the left -hand side of the spreadsheet (Q1, Q2 etc) and the 5minute intervals are noted across the top of each spreadsheet. (0 to5, 5 to 10 etc). The mean for each behaviour was calculated. This was used to work out the mean score for the NQTs and the ETs to identify any collective changes over time (Chapter 6 results). These were complemented with the field notes taken that provided further insight into the context of the lesson, the pedagogical practises (which had an impact on teacher to student interactions), and who the teachers were talking to.

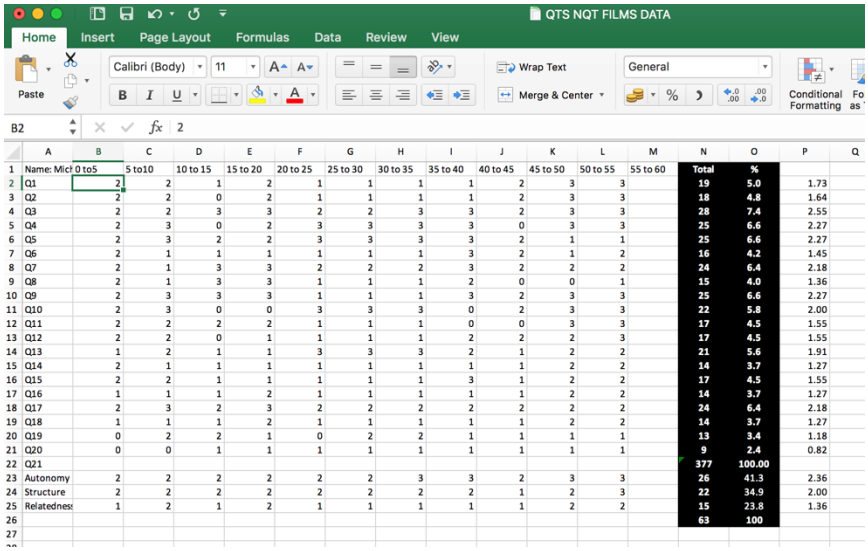
Individual SONIPE scores (NQT)

Doris



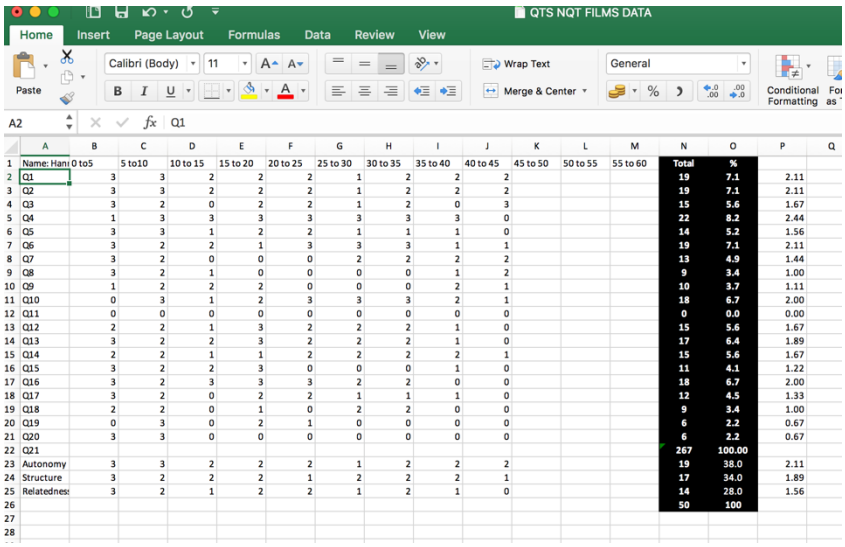
Name: Doris	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%
Q1	2	2	2	1	3	0	0	2					12	6.3
Q2	2	2	2	1	3	0	0	2					12	6.3
Q3	2	2	1	1	1	0	0	0					7	3.7
Q4	2	0	3	3	2	3	3	1					17	9.0
Q5	2	0	2	1	2	0	0	2					9	4.8
Q6	2	2	2	1	3	1	1	2					14	7.4
Q7	2	1	1	1	2	0	0	1					8	4.2
Q8	2	2	2	2	1	0	0	2					11	5.8
Q9	1	2	1	2	2	1	1	3					13	6.9
Q10	0	0	2	2	3	2	2	3					14	7.4
Q11	1	0	0	0	0	0	0	0					1	0.5
Q12	0	1	2	2	2	1	1	1					10	5.3
Q13	0	1	2	1	3	1	1	1					10	5.3
Q14	0	2	1	1	1	1	1	1					8	4.2
Q15	0	2	2	2	2	0	0	1					9	4.8
Q16	1	1	3	1	3	1	1	1					12	6.3
Q17	1	1	3	2	3	0	0	0					10	5.3
Q18	1	0	0	0	0	0	0	0					1	0.5
Q19	0	1	2	1	1	0	0	0					5	2.6
Q20	1	0	3	1	1	0	0	0					6	3.2
Q21													189	100.00
Autonomy	2	2	2	1	2	1	0	2					12	38.7
Structure	0	1	2	2	2	1	1	2					11	35.5
Relatedness	1	1	3	1	2	0	0	0					8	25.8
													31	100

Michael



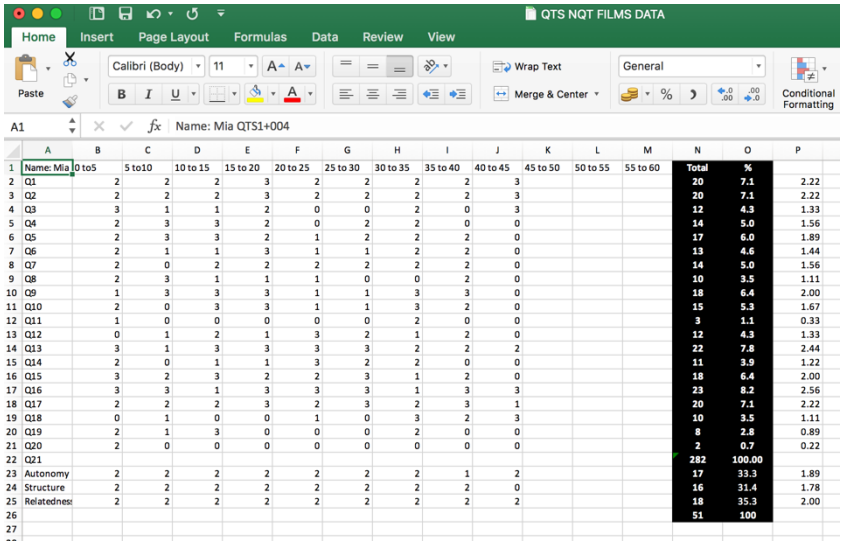
Name: Mic	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	2	2	1	2	1	1	1	1	2	3	3		19	5.0	1.73
Q2	2	2	0	2	1	1	1	1	2	3	3		18	4.8	1.64
Q3	2	2	3	3	2	2	3	3	2	3	3		28	7.4	2.55
Q4	2	3	0	2	3	3	3	3	0	3	3		25	6.6	2.27
Q5	2	3	2	2	3	3	3	3	2	1	1		25	6.6	2.27
Q6	2	1	1	1	1	1	1	3	2	1	2		16	4.2	1.45
Q7	2	1	3	3	2	2	2	3	2	2	2		24	6.4	2.18
Q8	2	1	3	3	1	1	1	2	0	0	1		15	4.0	1.36
Q9	2	3	3	3	1	1	1	3	2	3	3		25	6.6	2.27
Q10	2	3	0	0	3	3	3	0	2	3	3		22	5.8	2.00
Q11	2	2	2	2	1	1	1	0	0	3	3		17	4.5	1.55
Q12	2	2	0	1	1	1	1	2	2	2	3		17	4.5	1.55
Q13	1	2	1	1	3	3	3	2	1	2	2		21	5.6	1.91
Q14	2	1	1	1	1	1	1	1	1	2	2		14	3.7	1.27
Q15	2	2	1	1	1	1	1	3	1	2	2		17	4.5	1.55
Q16	1	1	1	2	1	1	1	1	1	2	2		14	3.7	1.27
Q17	2	3	2	3	2	2	2	2	2	2	2		24	6.4	2.18
Q18	1	1	1	2	1	1	1	1	1	2	2		14	3.7	1.27
Q19	0	2	2	1	0	2	2	1	1	1	1		13	3.4	1.18
Q20	0	0	1	1	1	1	1	1	1	1	1		9	2.4	0.82
Q21													377	100.00	
Autonomy	2	2	2	2	2	2	3	3	2	3	3		26	41.3	2.36
Structure	2	2	2	2	2	2	2	2	1	2	3		22	34.9	2.00
Relatedness	1	2	1	2	1	1	1	1	1	2	2		15	23.8	1.36
													63	100	

Hannah



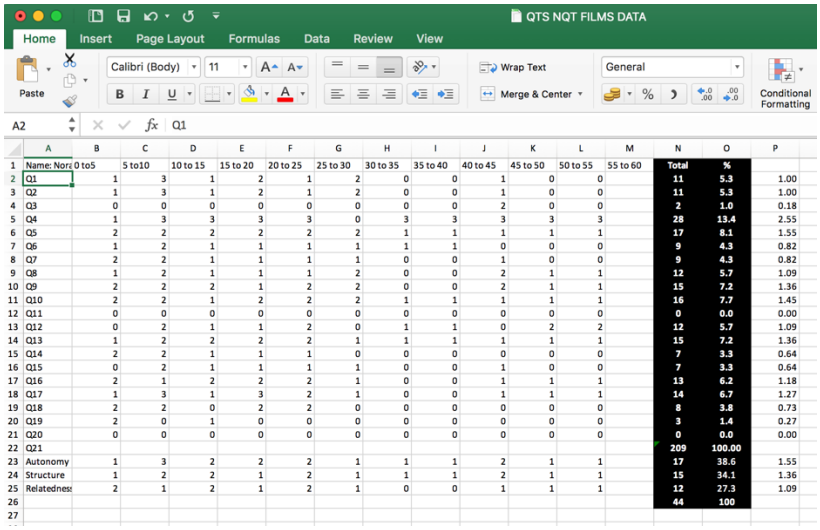
Name: Han	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	3	3	2	2	2	1	2	2	2				19	7.1	2.11
Q2	3	3	2	2	2	1	2	2	2				19	7.1	2.11
Q3	3	2	0	2	2	1	2	0	3				15	5.6	1.67
Q4	1	3	3	3	3	3	3	3	0				22	8.2	2.44
Q5	3	3	1	2	2	1	1	1	0				14	5.2	1.56
Q6	3	2	2	1	3	3	3	1	1				19	7.1	2.11
Q7	3	2	0	0	0	2	2	2	2				13	4.9	1.44
Q8	3	2	1	0	0	0	0	1	2				9	3.4	1.00
Q9	1	2	2	2	0	0	0	2	1				10	3.7	1.11
Q10	0	3	1	2	3	3	3	2	1				18	6.7	2.00
Q11	0	0	0	0	0	0	0	0	0				0	0.0	0.00
Q12	2	2	1	3	2	2	2	1	0				15	5.6	1.67
Q13	3	2	2	3	2	2	2	1	0				17	6.4	1.89
Q14	2	2	1	1	2	2	2	2	1				15	5.6	1.67
Q15	3	2	2	3	0	0	0	1	0				11	4.1	1.22
Q16	3	2	3	3	3	2	2	0	0				18	6.7	2.00
Q17	3	2	0	2	2	1	1	1	0				12	4.5	1.33
Q18	2	2	0	1	0	2	2	0	0				9	3.4	1.00
Q19	0	3	0	2	1	0	0	0	0				6	2.2	0.67
Q20	3	3	0	0	0	0	0	0	0				6	2.2	0.67
Q21													267	100.00	
Autonomy	3	3	2	2	2	1	2	2	2				19	38.0	2.11
Structure	3	2	2	2	1	2	2	2	1				17	34.0	1.89
Relatedness	3	2	1	2	2	1	2	1	0				14	28.0	1.56
													50	100	

Mia



Name: Mia	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	2	2	2	3	2	2	2	2	3				20	7.1	2.22
Q2	2	2	2	3	2	2	2	2	3				20	7.1	2.22
Q3	3	1	1	2	0	0	2	0	3				12	4.3	1.33
Q4	2	3	3	2	0	2	2	0	0				14	5.0	1.56
Q5	2	3	3	2	1	2	2	2	0				17	6.0	1.89
Q6	2	1	1	3	1	1	2	2	0				13	4.6	1.44
Q7	2	0	2	2	2	2	2	2	0				14	5.0	1.56
Q8	2	3	1	1	1	0	0	2	0				10	3.5	1.11
Q9	1	3	3	3	1	1	3	3	0				18	6.4	2.00
Q10	2	0	3	3	1	1	3	2	0				15	5.3	1.67
Q11	1	0	0	0	0	0	2	0	0				3	1.1	0.33
Q12	0	1	2	1	3	2	1	2	0				12	4.3	1.33
Q13	3	1	3	3	3	3	2	2	2				22	7.8	2.44
Q14	2	0	1	1	3	2	2	0	0				11	3.9	1.22
Q15	3	2	3	2	2	3	1	2	0				18	6.4	2.00
Q16	3	3	1	3	3	3	1	3	3				23	8.2	2.56
Q17	2	2	2	3	2	3	2	3	1				20	7.1	2.22
Q18	0	1	0	0	1	0	3	2	3				10	3.5	1.11
Q19	2	1	3	0	0	0	2	0	0				8	2.8	0.89
Q20	2	0	0	0	0	0	0	0	0				2	0.7	0.22
Q21													282	100.00	
Autonomy	2	2	2	2	2	2	2	1	2				17	33.3	1.89
Structure	2	2	2	2	2	2	2	2	0				16	31.4	1.78
Relatedness	2	2	2	2	2	2	2	2	2				18	35.3	2.00
													51	100	

Nora



Name: Nora	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	1	3	1	2	1	2	0	0	1	0	0		11	5.3	1.00
Q2	1	3	1	2	1	2	0	0	1	0	0		11	5.3	1.00
Q3	0	0	0	0	0	0	0	0	2	0	0		2	1.0	0.18
Q4	1	3	3	3	3	0	3	3	3	3	3		28	13.4	2.55
Q5	2	2	2	2	2	2	1	1	1	1	1		17	8.1	1.55
Q6	1	2	1	1	1	1	1	1	0	0	0		9	4.3	0.82
Q7	2	2	1	1	1	1	0	0	1	0	0		9	4.3	0.82
Q8	1	2	1	1	1	2	0	0	2	1	1		12	5.7	1.09
Q9	2	2	2	1	2	2	0	0	2	1	1		15	7.2	1.36
Q10	2	2	1	2	2	2	1	1	1	1	1		16	7.7	1.45
Q11	0	0	0	0	0	0	0	0	0	0	0		0	0.0	0.00
Q12	0	2	1	1	2	0	1	1	0	2	2		12	5.7	1.09
Q13	1	2	2	2	2	1	1	1	1	1	1		15	7.2	1.36
Q14	2	2	1	1	1	0	0	0	0	0	0		7	3.3	0.64
Q15	0	2	1	1	1	1	0	0	1	0	0		7	3.3	0.64
Q16	2	1	2	2	2	1	0	0	1	1	1		13	6.2	1.18
Q17	1	3	1	3	2	1	0	0	1	1	1		14	6.7	1.27
Q18	2	2	0	2	2	0	0	0	0	0	0		8	3.8	0.73
Q19	2	0	1	0	0	0	0	0	0	0	0		3	1.4	0.27
Q20	0	0	0	0	0	0	0	0	0	0	0		0	0.0	0.00
Q21													209	100.00	
Autonomy	1	3	2	2	2	1	1	1	2	1	1		17	38.6	1.55
Structure	1	2	2	1	2	1	1	1	2	1	1		15	34.1	1.36
Relatedness	2	1	2	1	2	1	0	0	1	1	1		12	27.3	1.09
													44	100	

Individual SONIPE DATA (ET)

Charles

Charles	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	1	0	3	2	0	2	3	3					14	4.6	1.75
Q2	1	0	3	2	0	2	3	3					14	4.6	1.75
Q3	2	0	1	1	0	0	2	2					8	2.6	1.00
Q4	3	1	3	3	3	1	2	2					18	5.9	2.25
Q5	3	3	3	3	1	3	2	2					20	6.5	2.50
Q6	1	1	3	2	1	2	2	2					14	4.6	1.75
Q7	3	3	3	3	3	2	2	2					21	6.9	2.63
Q8	3	2	3	2	2	2	2	2					18	5.9	2.25
Q9	2	3	3	2	1	2	2	2					17	5.6	2.13
Q10	0	3	3	3	3	2	2	2					18	5.9	2.25
Q11	0	0	1	1	1	0	0	0					3	1.0	0.38
Q12	2	3	3	2	3	2	2	2					19	6.2	2.38
Q13	1	3	3	3	3	2	3	3					21	6.9	2.63
Q14	0	3	2	1	1	1	1	0					9	2.9	1.13
Q15	3	1	3	3	2	2	2	3					19	6.2	2.38
Q16	2	2	3	3	3	3	3	3					22	7.2	2.75
Q17	1	0	3	3	3	3	3	3					19	6.2	2.38
Q18	0	2	0	0	0	0	0	2					4	1.3	0.50
Q19	0	3	3	2	2	3	0	0					13	4.2	1.63
Q20	0	3	3	3	3	3	0	0					15	4.9	1.88
Q21													306	100.00	
Autonomy	2	1	3	2	1	2	2	2					15	28.8	1.88
Structure	2	3	3	2	3	2	2	2					19	36.5	2.38
Relatedness	1	2	3	3	2	3	2	2					18	34.6	2.25
													52	100	

Emma

Emma	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
Q1	1	1	1	1	2	1	1						8	4.0	1.14
Q2	1	1	1	1	2	1	1						8	4.0	1.14
Q3	1	1	1	1	1	1	1						7	3.5	1.00
Q4	2	1	2	2	2	2	1						12	6.0	1.71
Q5	2	2	2	2	2	1	2						13	6.5	1.86
Q6	2	2	2	2	2	1	2						13	6.5	1.86
Q7	2	2	2	2	2	1	2						13	6.5	1.86
Q8	2	2	1	2	2	1	2						12	6.0	1.71
Q9	2	2	1	1	1	1	2						10	5.0	1.43
Q10	1	2	1	2	2	1	2						11	5.5	1.57
Q11	1	1	2	1	1	1	1						8	4.0	1.14
Q12	1	1	1	2	2	2	1						10	5.0	1.43
Q13	2	2	2	2	2	1	1						12	6.0	1.71
Q14	1	1	2	1	1	1	1						8	4.0	1.14
Q15	1	2	2	2	2	1	2						12	6.0	1.71
Q16	2	1	2	2	2	1	2						12	6.0	1.71
Q17	1	1	2	1	2	1	1						9	4.5	1.29
Q18	1	1	1	1	1	1	1						7	3.5	1.00
Q19	1	1	2	1	1	1	0						7	3.5	1.00
Q20	1	1	1	1	1	1	1						7	3.5	1.00
Q21													199	100.00	
Autonomy	1	1	1	1	2	1	1						8	26.7	1.14
Structure	2	2	2	2	2	1	2						13	43.3	1.86
Relatedness	1	1	2	2	1	1	1						9	30.0	1.29
													30	100	

Sian

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Name: sian	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total			
2	Q1	2	1	2	2	1	2	1						11		1.57	
3	Q2	2	1	2	2	1	2	1						11		1.57	
4	Q3	2	1	1	1	1	1	1						8		1.14	
5	Q4	2	1	2	2	2	2	1						12		1.71	
6	Q5	2	2	2	2	2	1	2						13		1.86	
7	Q6	2	1	2	1	2	1	1						10		1.43	
8	Q7	2	2	2	2	2	1	2						13		1.86	
9	Q8	2	2	2	2	2	1	2						13		1.86	
10	Q9	1	2	2	2	2	2	2						13		1.86	
11	Q10	2	2	2	2	2	1	2						13		1.86	
12	Q11	2	1	1	1	2	1	1						9		1.29	
13	Q12	1	2	1	2	2	1	1						10		1.43	
14	Q13	1	2	2	2	2	2	1						12		1.71	
15	Q14	1	1	2	2	1	1	2						10		1.43	
16	Q15	1	2	2	2	2	2	2						13		1.86	
17	Q16	1	1	2	2	2	2	2						12		1.71	
18	Q17	2	1	2	2	2	2	2						13		1.86	
19	Q18	1	1	1	2	1	2	2						10		1.43	
20	Q19	2	2	1	2	2	0	1						10		1.43	
21	Q20	2	1	2	1	2	1	1						10		1.43	
22	Q21																
23	Autonomy	2	1	2	2	2	2	1						12		1.71	
24	Structure	2	2	2	2	2	1	2						13		1.86	
25	Relatedness	2	1	2	2	2	2	2						13		1.86	

Jeanne

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Name: Jean	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
2	Q1	3	1	2	1	1	1	1	1	1				12	3.6	1.33
3	Q2	3	1	2	1	1	1	1	1	1				12	3.6	1.33
4	Q3	0	0	2	2	0	1	0	0	0				5	1.5	0.56
5	Q4	2	3	3	3	3	3	3	3	3				26	7.7	2.89
6	Q5	1	1	3	3	3	3	3	3	1				21	6.2	2.33
7	Q6	2	0	2	1	1	1	1	1	1				10	3.0	1.11
8	Q7	2	0	3	2	3	3	1	3	3				20	5.9	2.22
9	Q8	0	0	3	2	2	2	3	0	1				13	3.9	1.44
10	Q9	3	3	3	2	2	3	0	3	1				20	5.9	2.22
11	Q10	2	2	3	2	2	2	3	3	3				22	6.5	2.44
12	Q11	0	0	0	0	0	1	3	0	0				4	1.2	0.44
13	Q12	1	3	3	3	3	3	0	3	2				21	6.2	2.33
14	Q13	1	3	3	3	3	3	3	3	2				24	7.1	2.67
15	Q14	0	1	2	1	2	3	3	3	0				15	4.5	1.67
16	Q15	1	3	2	3	1	1	3	2	2				18	5.3	2.00
17	Q16	2	3	3	3	2	2	2	3	3				23	6.8	2.56
18	Q17	2	3	2	3	3	3	3	3	3				25	7.4	2.78
19	Q18	2	1	1	2	1	0	3	1	1				12	3.6	1.33
20	Q19	0	3	2	2	3	3	1	3	0				17	5.0	1.89
21	Q20	0	3	1	1	3	3	3	3	0				17	5.0	1.89
22	Q21													337	100.00	
23	Autonomy	2	1	2	2	2	2	2	2	1				16	26.7	1.78
24	Structure	2	2	3	2	2	3	3	3	2				22	36.7	2.44
25	Relatedness	2	3	2	2	3	2	3	3	2				22	36.7	2.44
26														60	100	

Sammy

QTS5+FILMS DATA

Home Insert Page Layout Formulas Data Review View

A3 Q2

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Name: sam	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
2	Q1	1	2	2	1	2	2	1	2					13	4.9	1.63
3	Q2	2	2	2	1	2	2	1	2					14	5.3	1.75
4	Q3	1	2	1	2	1	1	2	1					11	4.2	1.38
5	Q4	1	1	2	2	2	2	1	1					12	4.5	1.50
6	Q5	1	2	2	2	2	2	2	2					15	5.7	1.88
7	Q6	2	2	2	2	1	1	1	2					13	4.9	1.63
8	Q7	1	2	2	2	2	1	1	2					13	4.9	1.63
9	Q8	n/c	2	2	2	2	2	1	2					13	4.9	1.63
10	Q9	2	2	2	2	2	2	2	0					14	5.3	1.75
11	Q10	2	2	2	2	2	2	2	2					16	6.1	2.00
12	Q11	1	1	1	2	1	2	1	1					10	3.8	1.25
13	Q12	1	2	2	2	1	2	1	2					13	4.9	1.63
14	Q13	2	2	2	2	2	2	1	2					15	5.7	1.88
15	Q14	2	1	1	1	1	1	1	1					9	3.4	1.13
16	Q15	2	2	2	2	2	2	2	2					16	6.1	2.00
17	Q16	2	1	1	2	2	2	1	2					13	4.9	1.63
18	Q17	2	2	2	2	2	2	1	2					15	5.7	1.88
19	Q18	1	2	2	2	1	2	1	2					13	4.9	1.63
20	Q19	2	2	2	0	2	2	2	1					13	4.9	1.63
21	Q20	2	2	2	1	2	1	1	2					13	4.9	1.63
22	Q21													264	100.00	
23	Autonomy	1	2	2	2	2	2	1	2					14	31.8	1.75
24	Structure	2	2	2	2	2	2	1	2					15	34.1	1.88
25	Relatedness	2	2	2	2	2	2	1	2					15	34.1	1.88
26														44	100	
27																

James

QTS5+FILMS DATA

Home Insert Page Layout Formulas Data Review View

A3 Q2

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Name: jame	0 to5	5 to10	10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%	
2	Q1	2	3	3	1	3	1	1	3	2	2			21	5.3	2.10
3	Q2	0	3	3	2	2	1	1	3	2	2			19	4.8	1.90
4	Q3	0	3	2	3	2	0	3	2	2	1			18	4.6	1.80
5	Q4	2	0	3	3	3	2	3	3	3	2			24	6.1	2.40
6	Q5	3	3	3	2	1	2	2	2	3	2			23	5.9	2.30
7	Q6	3	3	3	3	3	3	2	2	3	3			28	7.1	2.80
8	Q7	3	0	3	2	1	3	2	2	3	3			22	5.6	2.20
9	Q8	3	3	2	2	1	1	2	1	2	2			19	4.8	1.90
10	Q9	3	0	3	1	2	0	3	2	2	1			17	4.3	1.70
11	Q10	0	1	3	3	2	3	3	3	3	3			24	6.1	2.40
12	Q11	3	3	3	2	0	2	0	0	1	2			16	4.1	1.60
13	Q12	3	1	3	2	2	2	3	3	3	2			24	6.1	2.40
14	Q13	3	3	3	3	3	3	3	3	3	3			30	7.6	3.00
15	Q14	2	1	1	1	2	0	0	0	0	0			7	1.8	0.70
16	Q15	3	3	3	2	3	3	1	3	2	2			25	6.4	2.50
17	Q16	1	3	3	3	3	3	3	3	1	3			26	6.6	2.60
18	Q17	0	1	2	1	3	3	3	3	3	2			21	5.3	2.10
19	Q18	0	3	2	2	2	2	2	2	2	1			18	4.6	1.80
20	Q19	0	2	1	1	0	2	0	0	0	1			7	1.8	0.70
21	Q20	1	1	1	1	0	0	0	0	0	0			4	1.0	0.40
22														393	100.00	
23	Autonomy	2	3	3	3	2	1	2	3	2	2			23	34.8	2.30
24	Structure	3	2	3	2	2	2	3	2	2	3			24	36.4	2.40
25	Relatedness	1	2	2	2	2	2	2	2	2	2			19	28.8	1.90
26														66	100	
27																
28																

Lianne

QTS5+FILMS DATA

A1 Name: lianne QT55005

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Name: lianne	QT55005		10 to 15	15 to 20	20 to 25	25 to 30	30 to 35	35 to 40	40 to 45	45 to 50	50 to 55	55 to 60	Total	%		
2	Q1	3	1	2	2	2	2	2	3					17	6.1	2.13	
3	Q2	3	1	2	2	2	2	2	1					15	5.4	1.88	
4	Q3	3	0	2	0	3	3	3	0					14	5.1	1.75	
5	Q4	3	0	3	3	3	3	3	0					18	6.5	2.25	
6	Q5	0	3	3	0	2	2	2	0					12	4.3	1.50	
7	Q6	1	1	2	2	1	2	2	1					12	4.3	1.50	
8	Q7	0	3	1	1	1	0	0	1					7	2.5	0.88	
9	Q8	0	3	3	3	2	1	1	2					15	5.4	1.88	
10	Q9	2	3	3	3	1	2	2	2					18	6.5	2.25	
11	Q10	3	0	3	3	2	3	3	2					19	6.9	2.38	
12	Q11	2	0	0	0	3	2	0	1					8	2.9	1.00	
13	Q12	3	0	2	3	2	3	2	0					15	5.4	1.88	
14	Q13	3	2	3	3	3	3	2	1					20	7.2	2.50	
15	Q14	1	3	1	2	2	1	1	1					12	4.3	1.50	
16	Q15	3	1	2	2	2	2	2	0					14	5.1	1.75	
17	Q16	3	2	3	3	3	3	3	3					23	8.3	2.88	
18	Q17	1	3	2	3	2	3	2	1					17	6.1	2.13	
19	Q18	3	0	2	1	2	2	1	0					11	4.0	1.38	
20	Q19	0	3	2	0	0	0	1	0					6	2.2	0.75	
21	Q20	1	1	1	0	0	0	1	0					4	1.4	0.50	
22														277	100.00		
23	Autonomy	3	1	2	2	2	2	2	1					15	31.3	1.88	
24	Structure	2	2	3	3	2	2	2	2					18	37.5	2.25	
25	Relatedness	2	2	2	2	2	2	2	1					15	31.3	1.88	
26														48	100		
27																	
28																	

Behaviour % mean individual Scores

Behaviour %

B14

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1		NQT or 5+	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	A	S	R	
2	NQT1 Doris	1.00	1.50	1.50	0.88	2.13	1.13	1.75	1.00	1.38	1.63	1.75	0.13	1.25	1.25	1.00	1.13	1.50	1.25	0.13	0.63	0.75	1.50	1.38	1.00	
3	NQT2 Michael	1.00	1.73	1.64	2.55	2.27	2.27	1.45	2.18	1.36	2.27	2.00	1.55	1.55	1.91	1.27	1.55	1.27	2.18	1.27	1.18	0.82	2.36	2.00	1.36	
4	NQT3 Hannah	1.00	2.11	2.11	1.67	2.44	1.56	2.11	1.44	1.00	1.11	2.00	0.00	1.67	1.89	1.67	1.22	2.00	1.33	1.00	0.67	0.67	2.11	1.89	1.56	
5	NQT4 Mia	1.00	2.22	2.22	1.33	1.56	1.89	1.44	1.56	1.11	2.00	1.67	0.33	1.33	2.44	1.22	2.00	2.56	2.22	1.11	0.89	0.22	1.89	1.78	2.00	
6	NQT5 Nora	1.00	0.19	0.19	0.15	0.22	0.14	0.19	0.13	0.09	0.10	0.18	0.00	0.15	0.17	0.15	0.11	0.18	0.12	0.09	0.06	0.06	0.19	0.17	0.14	
7	SY1 Charles	2.00	1.75	1.75	1.00	2.25	2.50	1.75	2.63	2.25	2.13	2.25	0.38	2.38	2.63	1.13	2.38	2.75	2.38	0.50	1.63	1.88	1.88	2.38	2.25	
8	SY2 Emma	2.00	1.14	1.14	1.00	1.71	1.86	1.86	1.86	1.71	1.43	1.57	1.14	1.43	1.71	1.14	1.71	1.71	1.29	1.00	1.00	1.00	1.14	1.86	1.29	
9	SY3 Sian	2.00	1.57	1.57	1.14	1.71	1.86	1.43	1.86	1.86	1.86	1.86	1.29	1.43	1.71	1.43	1.86	1.71	1.86	1.43	1.43	1.43	1.71	1.86	1.86	
10	SY4 Jeanne	2.00	1.33	1.33	0.56	2.89	2.33	1.11	2.22	1.44	2.22	2.44	0.44	2.33	2.67	1.67	2.00	2.56	2.78	1.33	1.89	1.89	1.78	2.44	2.44	
11	SY5 Sammy	2.00	1.63	1.75	1.38	1.50	1.88	1.63	1.63	1.63	1.75	2.00	1.25	1.63	1.88	1.13	2.00	1.63	1.88	1.63	1.63	1.63	1.75	1.88	1.88	
12	SY6 James	2.00	2.10	1.90	1.80	2.40	2.30	2.80	2.20	1.90	1.70	2.40	1.60	2.40	3.00	0.70	2.50	2.60	2.10	1.80	0.70	0.40	2.30	2.40	1.90	
13	SY7 Lianne	2.00	2.13	1.88	1.75	2.25	1.50	1.50	0.88	1.88	2.25	2.38	1.00	1.88	2.50	1.50	1.75	2.88	2.13	1.38	0.75	0.50	1.88	2.25	1.88	
14																										
15																										
16																										
17																										
18																										
19																										
20																										
21	AVERAGE NQT		1.55	1.53	1.31	1.72	1.40	1.39	1.26	0.99	1.42	1.52	0.40	1.19	1.53	1.06	1.20	1.50	1.42	0.72	0.68	0.50	1.61	1.44	1.21	
22	AVERAGE 5+		1.66	1.62	1.23	2.10	2.03	1.72	1.89	1.81	1.90	2.13	1.01	1.92	2.30	1.24	2.03	2.26	2.06	1.29	1.29	1.25	1.78	2.15	1.93	
23																										
24																										
25																										

However I took some time to chat to the male PE staff whilst waiting for the lesson to start.
I graduated in 2008 from DMU (QTS). The other did a GTP.
The GTP male also finished his training in 2008. He was a football coach, then decided to do teaching as a contingency because the coaching wasn't really going anywhere in terms of financial gain or personal development.
This male was also HoD Dept. Both males had stayed in the school since 2008 and had never moved. GTP male was taking a new ~~role~~ job as HoD in a school in Peterborough. New challenges, and closer to his home.
The majority of the relationship building w/ Naomi occured outside of the classroom setting, so although it wasn't really evident (NSB) in the lesson, it was clearly evident outside of the lesson. (See email to Toni).

Teaching for 10yrs. lesson is (GCSE) PE based cricket. Great use of all learners @ the beginning of the lesson. class of 29 mixed.
Talked briefly at beginning of lesson about mass participation/inclusion and PE for sports day. Hels pos. of resp as YR lead & (PE head of)
V. traditional in style - pupils are v aware of session set up. More coach orientated as opposed to MBP. However, the pedagogy/facilitation is independent learning & excellent use of questioning. Loses the Q: what is coaching? what is teaching?
Physical Ed Through Sport. It may not follow a particular model, however, it is still ↑ quality teaching, so teachers develop their own model.
What is high quality LEARNING? All engaged and discussing questions & motivated. Competent & competent there's one (PL)
Differentiated game/ version of cricket to practice the focus of the lesson. Use knowledge of the skills to compliment them & build self esteem/ confidence "Use that swimming strength"

Appendix 13 Interview Questions

Background information

1. What year were you born in?
2. What area of the country do you come from?
3. How would you describe your school?
4. Did you enjoy your time at school?
5. What were the high/ low lights of your school PE experience?
6. Are you more, less or equally physically active now as you were at school?
7. What would you consider your specialism to be?
8. Do you coach in this or any other activity?
9. Did you take on a sports leadership role at school?
10. How did this role impact on your decision to enter teacher education?

Outside influences

1. Do you have significant others (i.e friends and family) that are in the teaching profession?
2. Did they influence your decision to become a teacher?
3. What other people influenced your decision to enter teacher education?

Making the decision

1. Did you see a careers advisor at any point to ascertain factual information on teaching as a profession?
   a) If so, what did you find out? How did you feel about that?
   b) If not, why not? Who else did you talk to about it?
2. At what point did you make a definite decision to enter the teaching profession?
   a) At school
   b) After school
   c) At university
   d) After university
   e) If not a QTS course, what made you do an alternative? (PG)
3. Did you consider any other profession?
   a) If so, what?
   b) What was the deciding factor on choosing PE over something else?
   c) Can you see yourself doing anything else other than PE teaching?
4. How long was the gap between you deciding to become a PE teacher, and actually committing to it?
   a) If there was a delay, why was that?

Shaping the Subjective Warrant

1. What do you THINK is the most important trait in teaching? Why?
   a) Personal preference (eg working with children)
   b) Interpersonal skills (eg patience, leadership, sense of humour)
   c) Intellectual
2. What was your grade for your highest qualification to date?
3. If you had any concerns with your application when you applied, what were they?
4. Do you think your grades had a significant impact on your progression into your chosen career?
5. How important to you think your grade will be when you graduate? Why?
6. What other qualities do you have that would make you a good teacher?
7. How would you define physical Education? What does it mean to you?
8. Is there a difference between coaching and teaching? If so, what is it?

Influences on your teaching

1) How have you found your first year of teaching?
2) Is it what you expected?
3) If so/not, why, why not?
4) What have the highlights of your first year been?
5) Have you had any negative experiences? If so, elaborate.
6) How supportive are the department?
7) Is there anyone in particular that has inspired you or given you support?
8) Is there anyone who has acted as a barrier to new ideas?
9) Are you teaching the way you thought you would?
10) Describe your lesson to me….
11) What are your strengths in teaching?
12) What things do you feel you need to work on?
13) Do you know the names of all your students and do you use them each lesson?
14) Is the extra- curricular programme important to the students, staff and school as a whole?
15) Where do you see yourself in 5 years time?

Teachers 5yrs +

1) Have you moved schools during your time as a physical education teacher?
2) Do you hold a position of responsibility?
3) Can you identify any changes in the way you teach over the years?
4) What keeps you motivated to teach?
5) What do you enjoy about your job?
6) What things would you change?
7) Has the curriculum changed much in terms of delivery over the past 5 years?
8) Would you like to see any change? If so, what?
9) Where do you see yourself in the future

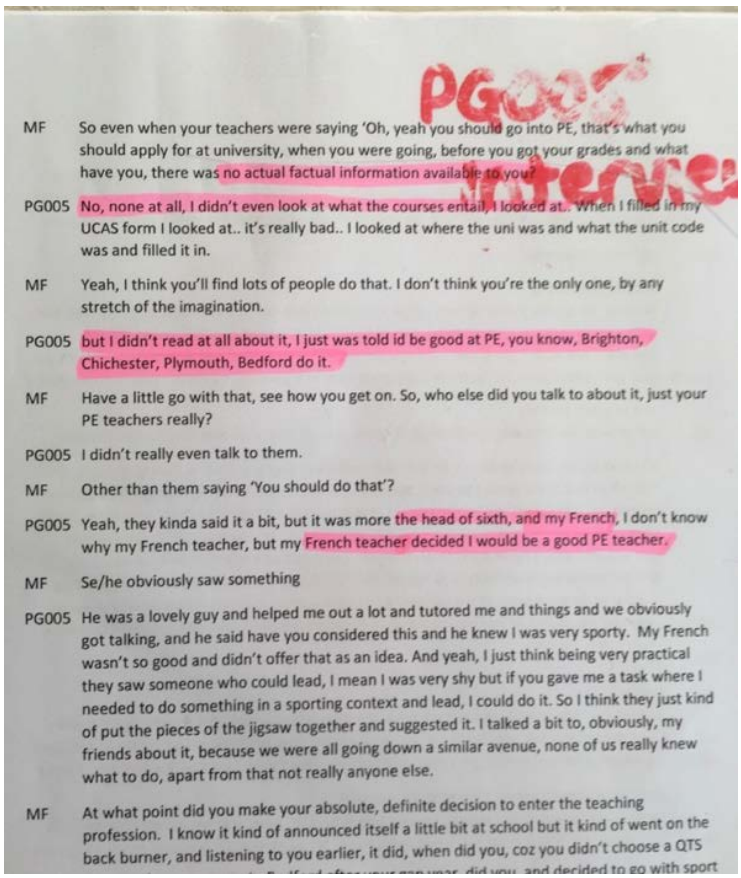
Appendix 14: A step by step guide to thematic analysis

14.1 An example of analysis using theme 1 as an example

The matrix of the coding for theme 1 'my careers advisor didn't have a clue!' can be found in figure XXXX.

a) Excerpt from the first transcript before entering it into NVIVO

This is a photograph of a small section of the first transcript analysed. This focuses on the careers information given. Initially, I thought I could use lots of coloured pens and complete data analysis on hard copies. I soon realised that a) I would run out of colours and b) some of the quotes needed to be positioned in more than one code to either give meaning and context to something else, or it was relevant to more than one code as ideas became more interconnected. Using NVIVO to collate data for each node (code) was far more efficient for this. The quotes used in the chapter were the ones that I felt represented the point I was making most fully based on the individual stories and collective experiences.



MF So even when your teachers were saying 'Oh, yeah you should go into PE, that's what you should apply for at university, when you were going, before you got your grades and what have you, there was no actual factual information available to you?

PG005 No, none at all, I didn't even look at what the courses entail, I looked at.. when I filled in my UCAS form I looked at.. it's really bad.. I looked at where the uni was and what the unit code was and filled it in.

MF Yeah, I think you'll find lots of people do that. I don't think you're the only one, by any stretch of the imagination.

PG005 but I didn't read at all about it, I just was told id be good at PE, you know, Brighton, Chichester, Plymouth, Bedford do it.

MF Have a little go with that, see how you get on. So, who else did you talk to about it, just your PE teachers really?

PG005 I didn't really even talk to them.

MF Other than them saying 'You should do that'?

PG005 Yeah, they kinda said it a bit, but it was more the head of sixth, and my French, I don't know why my French teacher, but my French teacher decided I would be a good PE teacher.

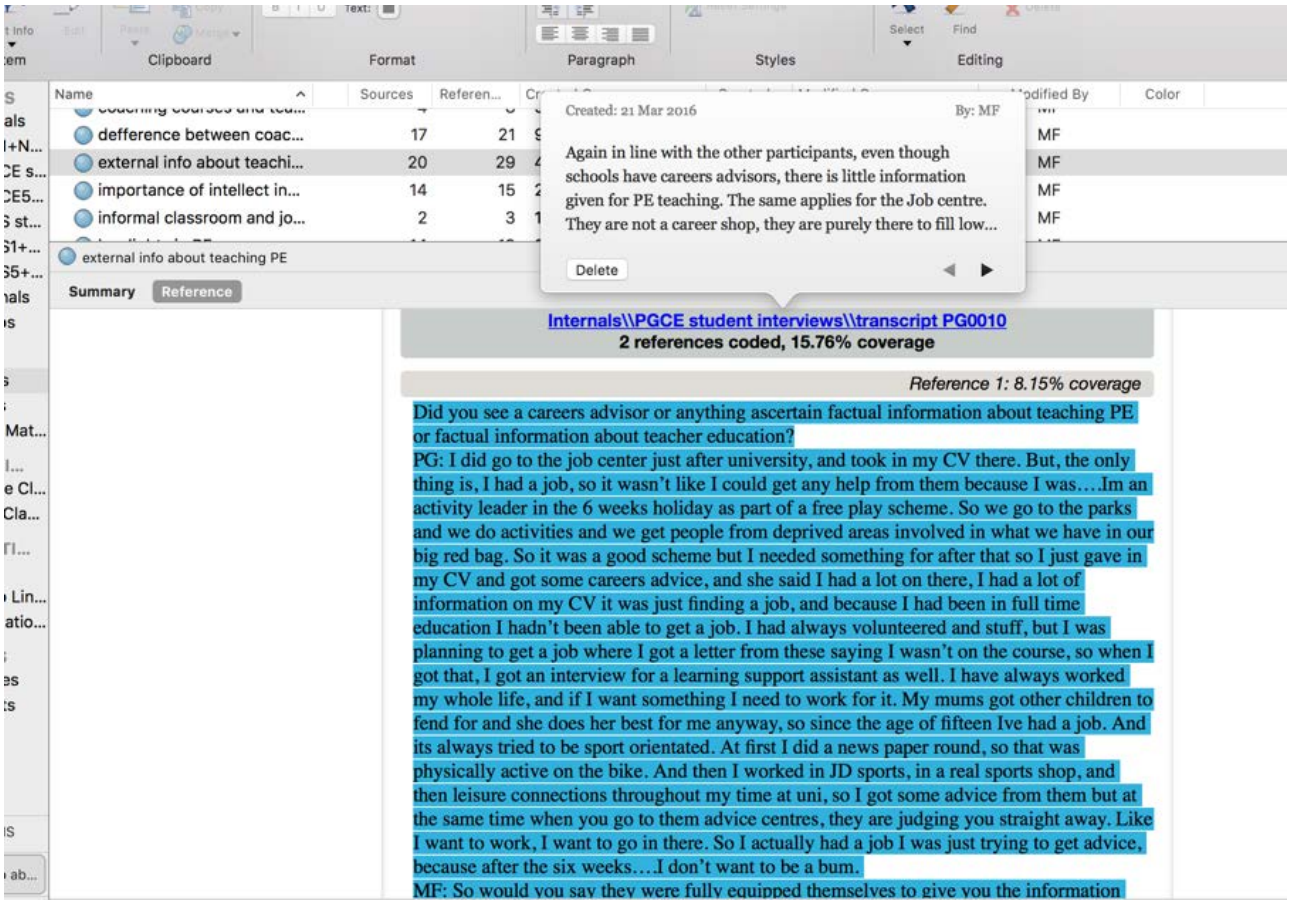
MF Se/he obviously saw something

PG005 He was a lovely guy and helped me out a lot and tutored me and things and we obviously got talking, and he said have you considered this and he knew I was very sporty. My French wasn't so good and didn't offer that as an idea. And yeah, I just think being very practical they saw someone who could lead, I mean I was very shy but if you gave me a task where I needed to do something in a sporting context and lead, I could do it. So I think they just kind of put the pieces of the jigsaw together and suggested it. I talked a bit to, obviously, my friends about it, because we were all going down a similar avenue, none of us really knew what to do, apart from that not really anyone else.

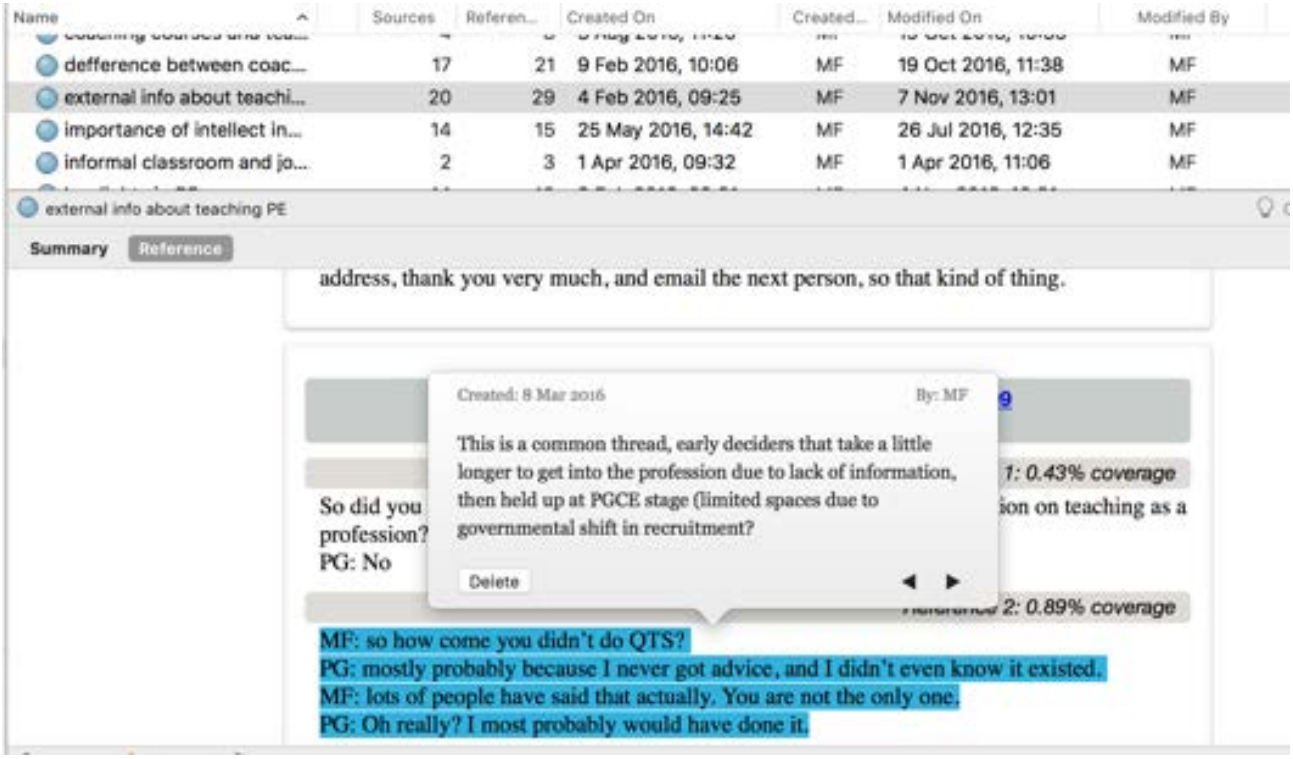
MF At what point did you make your absolute, definite decision to enter the teaching profession. I know it kind of announced itself a little bit at school but it kind of went on the back burner, and listening to you earlier, it did, when did you, coz you didn't choose a QTS

b) Excerpt from NVIVO storing all the quotes together

Annotations were made during data analysis so that my thoughts could be noted as I organised my data. This informed my handwritten notes. As patterns in the data presented themselves, they were tested against the previous transcripts.



During this process, ideas were also annotated directly into the transcripts with the associated quote. These could then be viewed as a whole so that patterns could be identified within the data. This was particularly prevalent during the initial coding of data.


Name
Sources
Referen...
Created On
Created...
Modified On
Modified By
defference between coac...
17
21
9 Feb 2016, 10:06
MF
19 Oct 2016, 11:38
MF
external info about teachi...
20
29
4 Feb 2016, 09:25
MF
7 Nov 2016, 13:01
MF
importance of intellect in...
14
15
25 May 2016, 14:42
MF
26 Jul 2016, 12:35
MF
informal classroom and jo...
2
3
1 Apr 2016, 09:32
MF
1 Apr 2016, 11:06
MF
external info about teaching PE
Summary
Reference
address, thank you very much, and email the next person, so that kind of thing.
Created: 8 Mar 2016
By: MF
This is a common thread, early deciders that take a little longer to get into the profession due to lack of information, then held up at PGCE stage (limited spaces due to governmental shift in recruitment?
Delete
1: 0.43% coverage
So did you
profession?
PG: No
ion on teaching as a
2: 0.89% coverage
MF: so how come you didn't do QTS?
PG: mostly probably because I never got advice, and I didn't even know it existed.
MF: lots of people have said that actually. You are not the only one.
PG: Oh really? I most probably would have done it.

Search

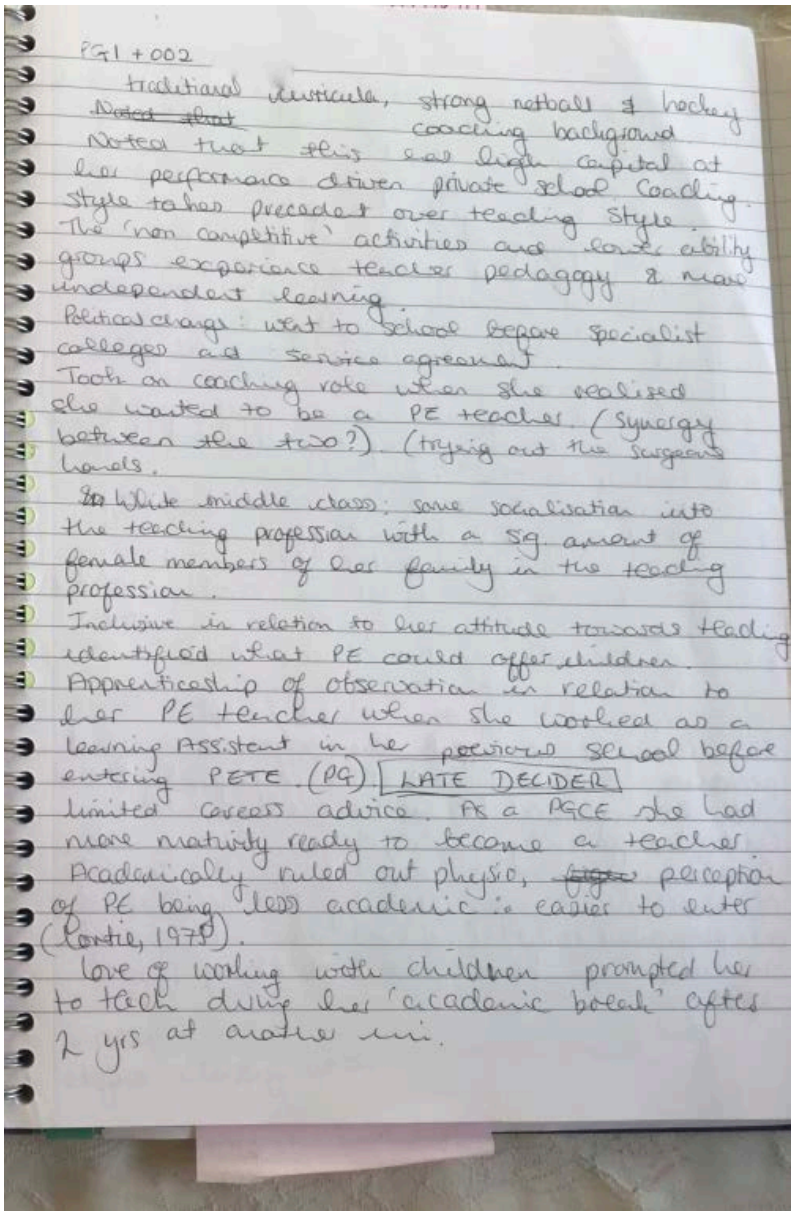
#	Annotation
1	Again in line with the other participants, even though schools have careers advisors, there is little information given for PE teaching. The same applies for the Job centre. They are not a career shop, they are purely there to fill low paid, low skilled jobs. This is a concern for anyone aspiring to do anything that requires more information.
2	This is a common thread, early deciders that take a little longer to get into the profession due to lack of information, then held up at PGCE stage (limited spaces due to governmental shift in recruitment?

Search

#	Annotation
3	had actually made the decision to teach during school, however persued other coaching optons first, then decided to settle for teaching. Sounds like he wanted the stability it brings.
4	Again the information came from the PE teachers as opposed to external support. This was due to the fact that QTS003 was on an invite into physical education.
5	External information again is very limiting. There is little accessible information therefore PE teachers are the first line of recruitment for potential PE teachers. This will only be a select few based on personality traits where friendships are formed and

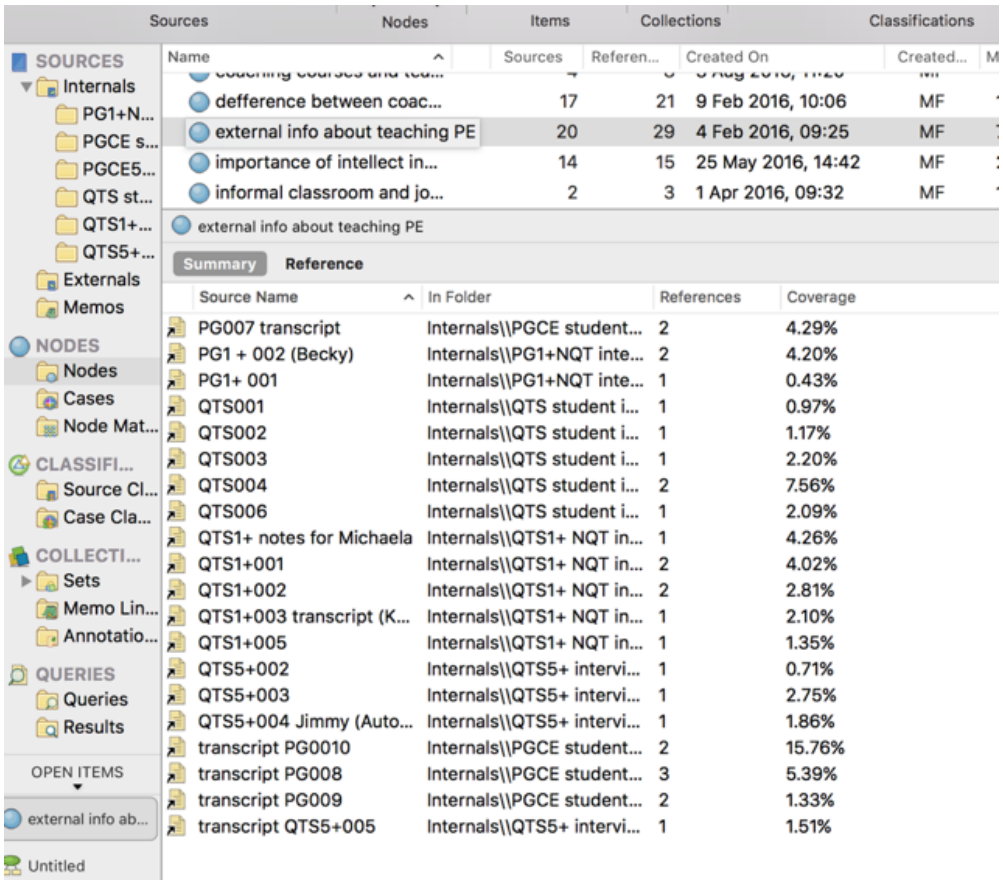
c) Memos for each transcript

Memos were made for each transcript during the analysis. This process meant that each individual's story could be summarised in relation to key literature and previous observations within other transcripts. This was invaluable during the iterative process. I could quickly identify patterns when looking back, then refer to the whole transcript to elaborate on the detail. The annotations were also useful when bringing information together and finding the connections within and between the transcripts. As each quote was stored under each code in NVIVO, it meant that I could easily retrieve the common threads within each particular code and build the narrative within it. Later memos were kept electronically within NVIVO as I became more experienced in using the software. Below is a handwritten memo relating to one of the interviews.


PG1 + 002
traditional curricula, strong netball & hockey coaching background
~~Noted that~~
Noted that this has high capital at her performance driven private school. Coaching style takes precedent over teaching style.
The 'non competitive' activities and lower ability groups experience teacher pedagogy & more independent learning.
Political change: went to school before specialist colleges and service agreement.
Took on coaching role when she realised she wanted to be a PE teacher. (Synergy between the two?) (trying out the surgeons hands.
~~So~~ White middle class; some socialisation into the teaching profession with a sig. amount of female members of her family in the teaching profession.
Inclusive in relation to her attitude towards teaching identified what PE could offer children.
Apprenticeship of observation in relation to her PE teacher when she worked as a learning Assistant in he previous school before entering PETE. (PG) [LATE DECIDER]
limited careers advice. As a PGCE she had more maturity ready to become a teacher.
Academically ruled out physio, ~~[illegible]~~ perception of PE being less academic & easier to enter (Lortie, 1975).
love of working with children prompted her to teach during her 'academic break' after 2 yrs at another uni.

d) Overview of transcripts within a code

An overview of which transcripts had been coded was also viewed to identify whether the stories being told were common amongst the participants, or whether it was common amongst only a select few, for instance only among PSTs. Patterns in particular for external information about teaching highlighted the relationship between those who had good access to information via their physical education teacher and those who did not; late deciders in particular.



e) Samples of handwritten summaries of ideas / links with the literature and consolidation of themes and sub themes

This is a sample of the summary notes about a theme or code that were made during data analysis. Getting regular overviews was very important in making sure that there was consistency in coding, consolidation and further research surrounding ideas as they developed and the development of a narrative that represented the findings. This was particularly useful leading up to and following breaks from study. These notes were kept in bullet point format or in flow charts, as can be seen below.

Ch.4 SW Adequacy key findings.

- Permissiveness of SW examined using OC, Influencing factors & Habitus as guiding tool.

1) - Careers advisor not got a clue.
* PE teachers relied on for info.
* Course info limited
* PE teachers valuable source of information.
* late deciders & late committers really struggled to get info.
Info not readily available, therefore further identification of the barriers was needed.

2) STRINGENT WARRANT: PE TEACHERS GATEKEEPER TO THE PROFESSION DURING ANT PHASE.
- Criteria set by the teachers = PC, Effort & enthusiasm.
Those who lacked PC but had effort & enthusiasm contributed to tasks & therefore had opportunity. (others)

3) FACTORS INFLUENCING PC, effort & enthusiasm.
- PARENTS GIVING OPPORTUNITY / FUNDING (INHIBITORS?)
- RECOGNITION BY PE teachers (middle school in particular)
- TRADITIONAL CURRICULA: those outside it didn't meet the habitus criteria of PE teachers.

4) CONSEQUENCES OF SW FACTORS THE INFLUENCE PC EE
- Relationship with PE teachers / Acceptance / Exclusivity.
- Opportunity (built on developing relationship).

5) THE PERMISSIVE WARRANT: Testing the personal conception of OCCUPATIONAL CHOICE
- TRAITS: Permissive & wanting to teach because the reason for doing so. love of working with children, (relationships) cont. with School & sport, + environment, re-enforcement from others (not helpful) ~~this is~~

Success Criteria

- Replicate positive experiences for them. (sense of belonging)

Western & Andersson (1968) suggest that decisions to enter a career are driven by prestige ~~&~~, self concept & the relatability between these two ~~things~~ factors. The visibility of the profession is also key.

The Sub warrant forms the basis for entering the profession.

Dynamic personal, situational & societal factors.

Ginzberg, Ginzberg & Axelrad & Herma (1951) identified ~~the~~ 3 phases of occ ~~sec~~ choice.

Havinghurst (1953) & Super (1953)

Occupational identity is developed through learning ~~through~~ by observation, imitation, identification with sig others, then seeks out occupations that verify & preserve this identity.

knowledge of alternatives.

Templin (1979) - committed to preserving the system, others join due to a need for change.

Templin, Woodford & Mulling (1982) found males entered and influenced by coaches whereas females were influenced by teachers

* Read Mulling (1982)

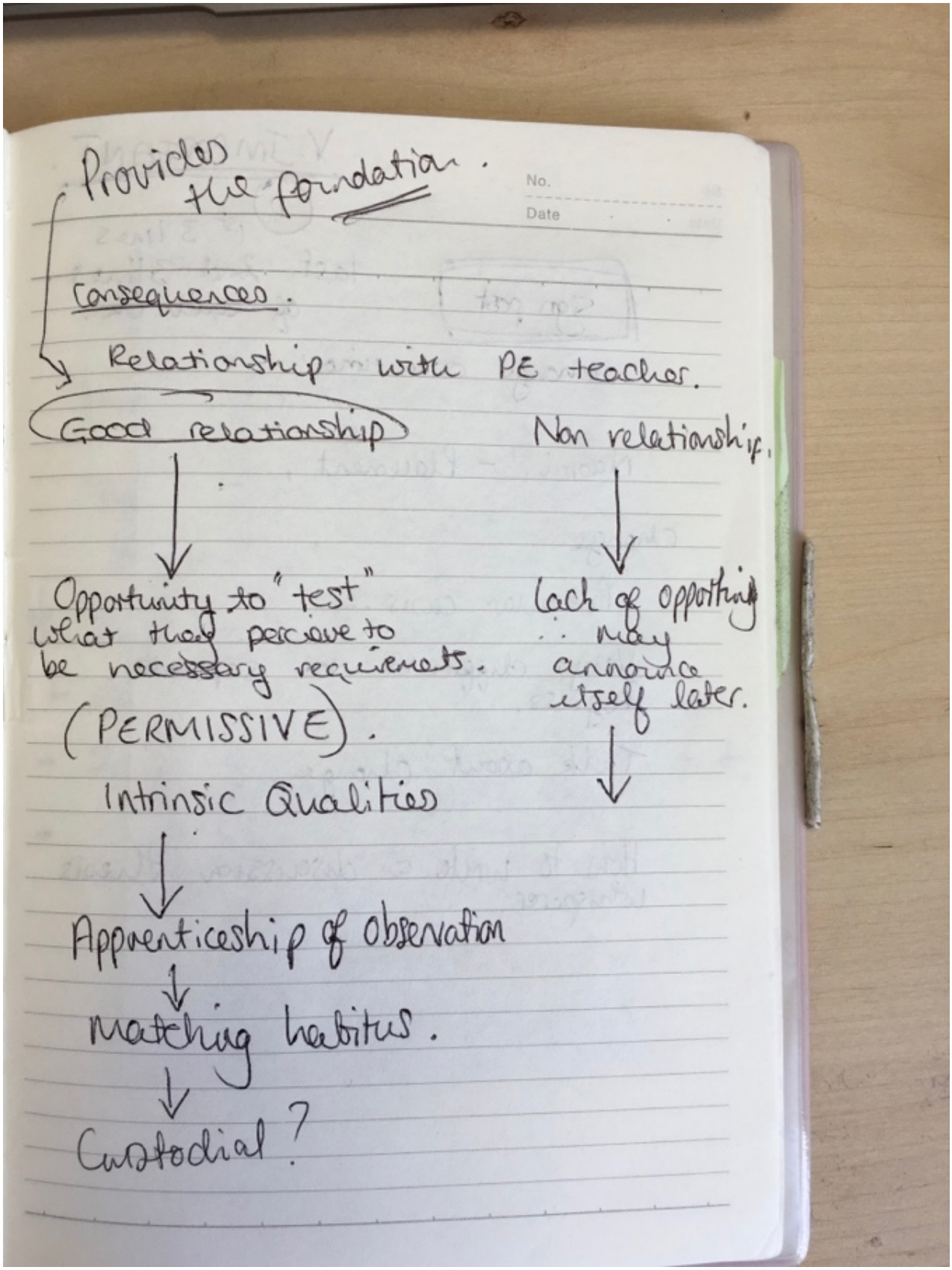
Understanding the sub warrant helps to understand recruitment into the profession.
(PE is recruitment from within).

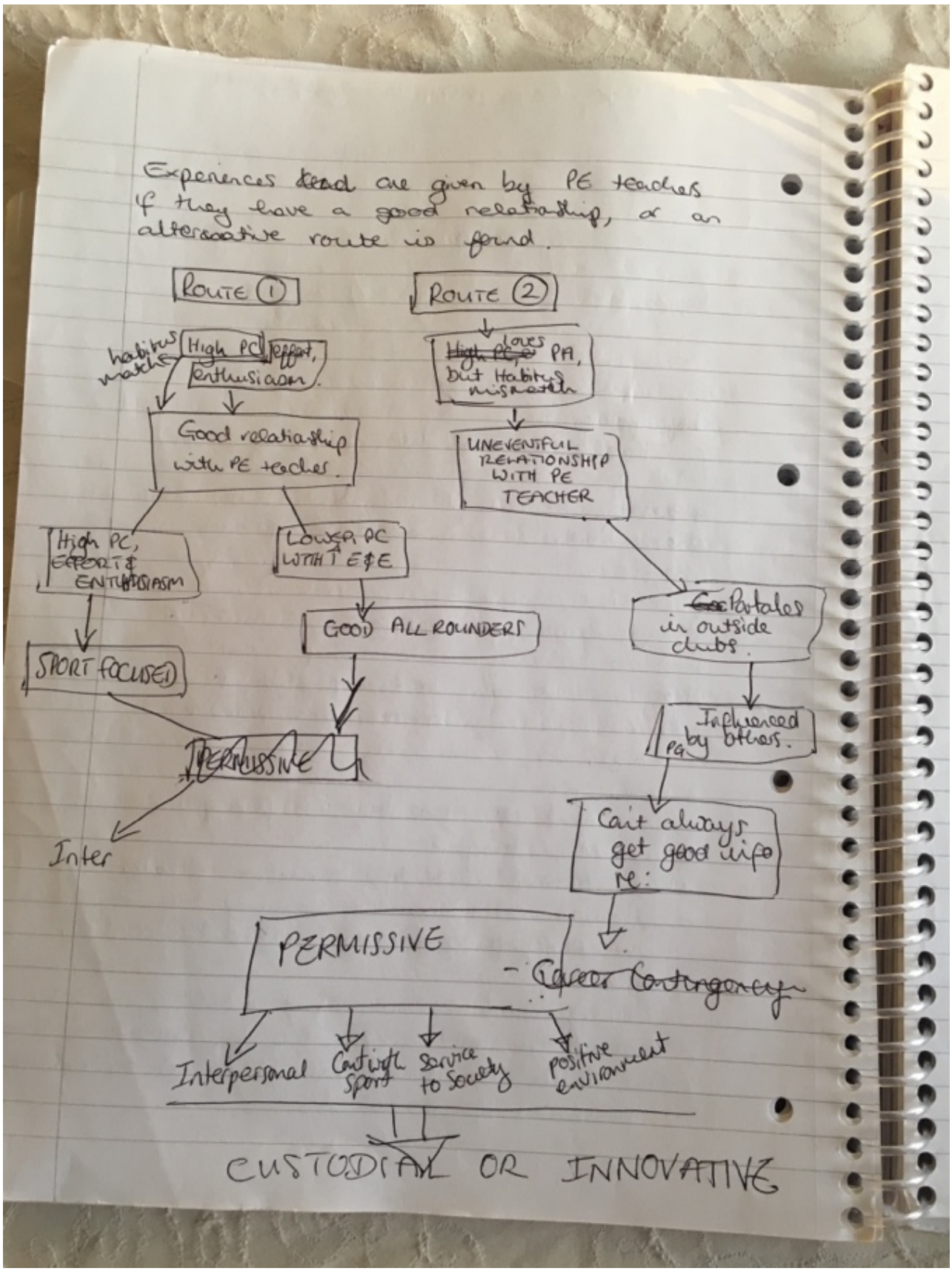
Dewar and Lawson identified that their was little empirical research into ~~how~~ why people enter the PE profession. It survival is dependent on its ability to recruit ~~big~~ new members. Kirk (2010) noted that ~~[illegible]~~ there were 3 futures for PE; more of the same, extinction, or radical reform. In order for the proffession to survive, he believed that radical reform was needed. It can be argued that ~~this~~ is the case with recruitment. Given that ~~the~~ ~~so~~ teacher socialisation helps to explain why the profession is so resistent to change, looking at the key recruitment processes should help to identify has a so called permissive warrant ~~to~~ only recruits a certain 'type'. Dewar & Lawson's concept ~~was~~ was current in 1980's practise. They hypothesised that
~~Is~~ Is this comparable.

<u>The interpersonal theme</u> is still very central to one's decision to enter PETE. They have a desire to work with & help others.

<u>The service theme.</u>
Service to society → Getting people physically active, obesity is an issue.

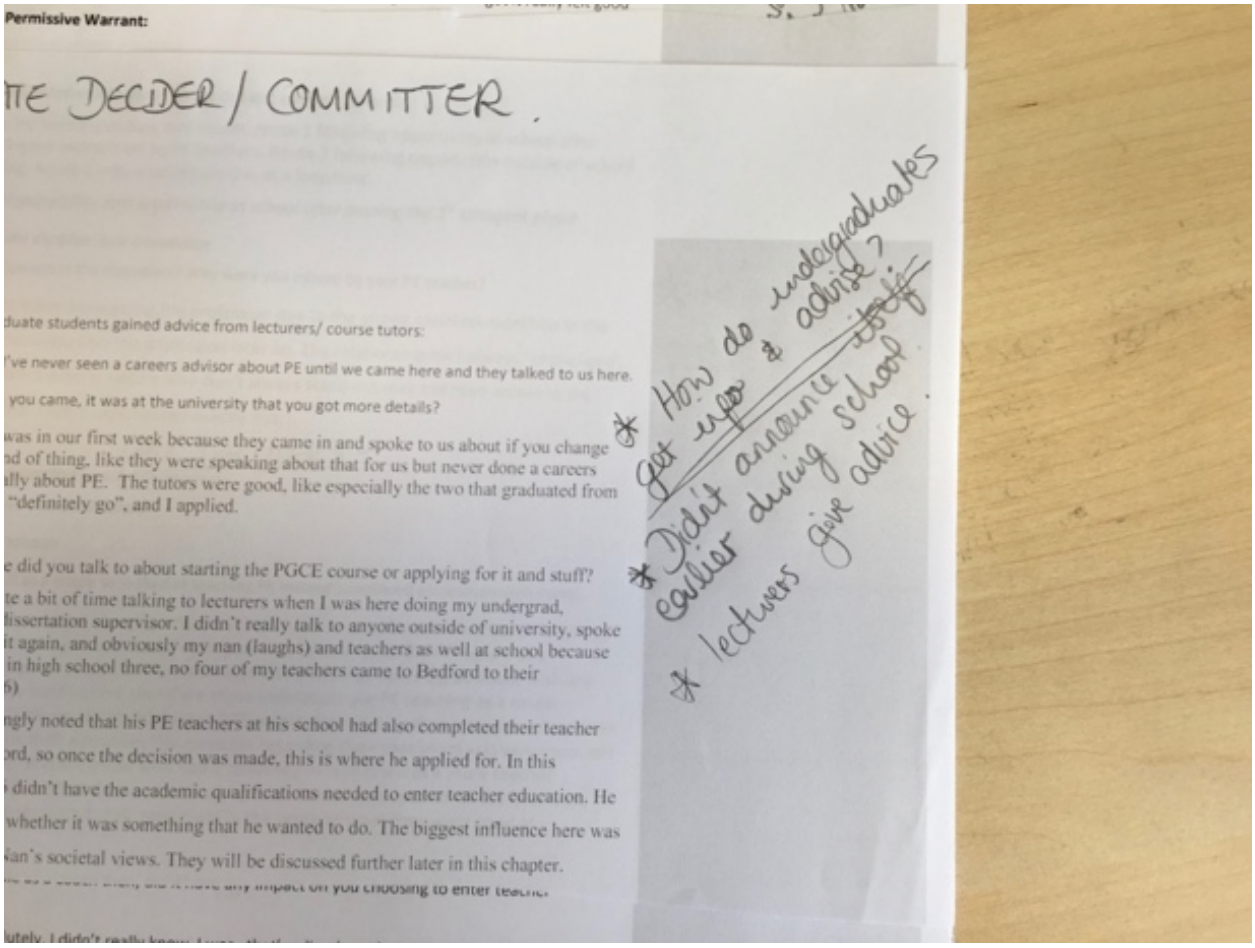
The pictures below show the flow diagrams used to make connections within the data and link the connections and story with the concept. The codes could be checked to make sure they supported the themes and sub themes.




Experiences ~~lead~~ are given by PE teachers if they have a good relationship, or an alternative route is found.
ROUTE 1
ROUTE 2
habitus matches
High PC, effort, enthusiasm.
Good relationship with PE teacher.
High PC, EFFORT & ENTHUSIASM
LOWER PC WITH E&E
SPORT FOCUSED
GOOD ALL ROUNDERS
PERMISSIVE
Inter
~~High PC,~~ loves PA, but Habitus mismatch
UNEVENTFUL RELATIONSHIP WITH PE TEACHER
~~Go~~ Participates in outside clubs.
Influenced by others.
Can't always get good info re:
PERMISSIVE
- ~~Career Contingency~~
Interpersonal
Cont with Sport
Service to Society
positive environment
CUSTODIAL OR INNOVATIVE

f) Consolidating key themes and 'telling the story': An Excerpt from first draft chapter write up querying where information came from to enter the profession

Writing up a draft of the results chapter, then working through it slowly and drawing out key ideas helped to consolidate more mature ideas and formalise the less developed ideas. This also provided opportunity 'test' the data in the transcripts against the ideas by checking the key findings against the transcripts. This also allowed me to ensure that I was working true to the data and not influencing it with my own narrative as a physical education teacher who had moved out of teaching in schools and into lecturing. I recognise that my own narrative informs my thoughts, however, it should not be front and centre. This allowed the data to lead the story rather than forcing the data to fit my own story, thus adding further trustworthiness in the findings.



Permissive Warrant:

TE DECIDER / COMMITTER.

duate students gained advice from lecturers/ course tutors:

've never seen a careers advisor about PE until we came here and they talked to us here.

you came, it was at the university that you got more details?

was in our first week because they came in and spoke to us about if you change
nd of thing, like they were speaking about that for us but never done a careers
ally about PE. The tutors were good, like especially the two that graduated from
"definitely go", and I applied.

e did you talk to about starting the PGCE course or applying for it and stuff?

te a bit of time talking to lecturers when I was here doing my undergrad,
lissertation supervisor. I didn't really talk to anyone outside of university, spoke
it again, and obviously my nan (laughs) and teachers as well at school because
in high school three, no four of my teachers came to Bedford to their
6)

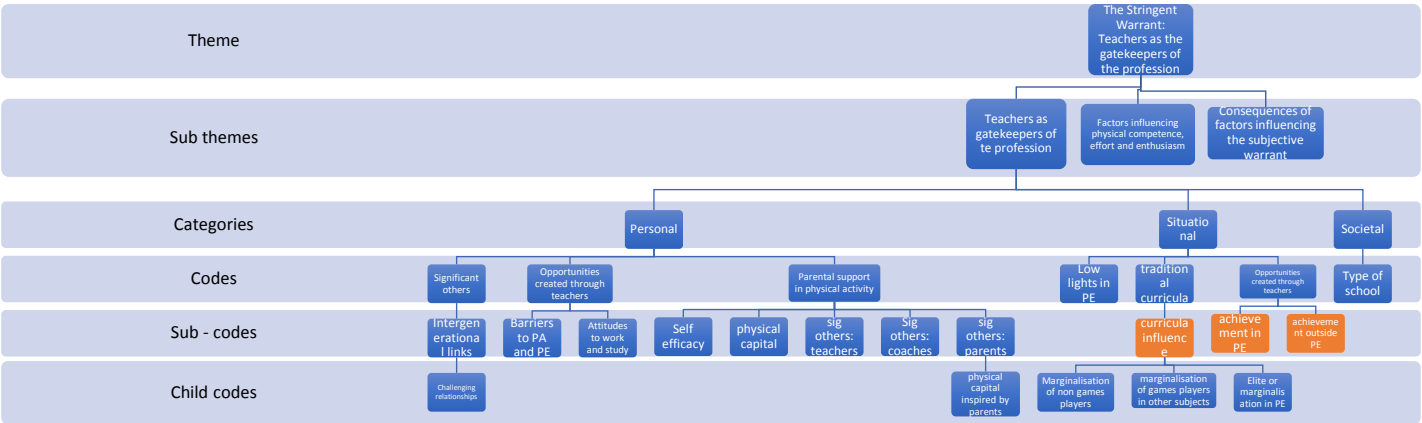
ngly noted that his PE teachers at his school had also completed their teacher
ord, so once the decision was made, this is where he applied for. In this
didn't have the academic qualifications needed to enter teacher education. He
whether it was something that he wanted to do. The biggest influence here was
Nan's societal views. They will be discussed further later in this chapter.

* How do undergraduates get up & advise?
* Didn't announce ~~stuff~~ earlier during school.
* lecturers give advice.

Appendix 14.2

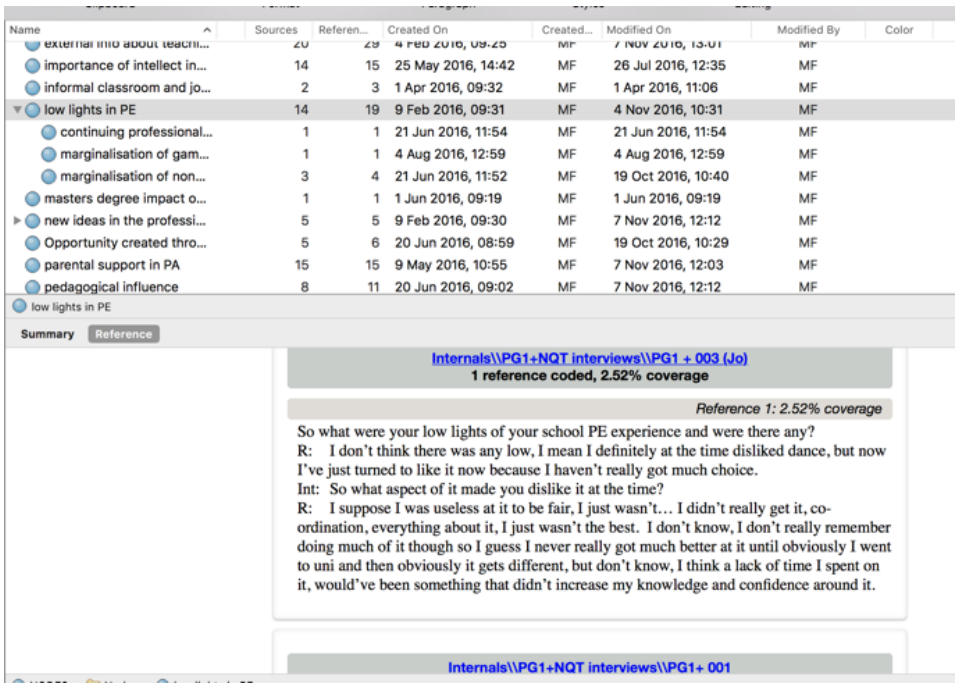
a) A further example: matrix for theme 2, the stringent warrant

Although the theme is 'the stringent warrant: PE teachers as gatekeepers to the profession', the sub themes are very central here in terms of organising the data. The same data was viewed from the codes; however, the sub themes dictated the focus based upon the same process of working iteratively through the data. The first theme was PE teachers as the gatekeepers of the profession (based on their own collective values in physical education), the second was the factors influencing those values (physical competence, effort and enthusiasm) and the third was the consequences of the factors influencing these. The three codes in orange belonged to different main codes, however they worked together to create the whole picture. Again, the personal, situational and societal factors influencing the subjective warrant provided a starting point.



b) Nvivo transcript samples embedded within a code

The process of data analysis for this theme ran alongside the others. They could not be viewed in isolation. The following picture gives another example of how quotes were stored within each code/ sub code/ child code.



Name	Sources	Referen...	Created On	Created...	Modified On	Modified By	Color
external info about teachi...	20	29	4 Feb 2016, 09:25	MF	7 Nov 2016, 13:01	MF	
importance of intellect in...	14	15	25 May 2016, 14:42	MF	26 Jul 2016, 12:35	MF	
informal classroom and jo...	2	3	1 Apr 2016, 09:32	MF	1 Apr 2016, 11:06	MF	
low lights in PE	14	19	9 Feb 2016, 09:31	MF	4 Nov 2016, 10:31	MF	
continuing professional...	1	1	21 Jun 2016, 11:54	MF	21 Jun 2016, 11:54	MF	
marginalisation of gam...	1	1	4 Aug 2016, 12:59	MF	4 Aug 2016, 12:59	MF	
marginalisation of non...	3	4	21 Jun 2016, 11:52	MF	19 Oct 2016, 10:40	MF	
masters degree impact o...	1	1	1 Jun 2016, 09:19	MF	1 Jun 2016, 09:19	MF	
new ideas in the professi...	5	5	9 Feb 2016, 09:30	MF	7 Nov 2016, 12:12	MF	
Opportunity created thro...	5	6	20 Jun 2016, 08:59	MF	19 Oct 2016, 10:29	MF	
parental support in PA	15	15	9 May 2016, 10:55	MF	7 Nov 2016, 12:03	MF	
pedagogical influence	8	11	20 Jun 2016, 09:02	MF	7 Nov 2016, 12:12	MF	

low lights in PE

Summary | Reference

Internals\\PG1+NQT interviews\\PG1 + 003 (Jo)
1 reference coded, 2.52% coverage

Reference 1: 2.52% coverage

So what were your low lights of your school PE experience and were there any?
R: I don't think there was any low, I mean I definitely at the time disliked dance, but now I've just turned to like it now because I haven't really got much choice.
Int: So what aspect of it made you dislike it at the time?
R: I suppose I was useless at it to be fair, I just wasn't… I didn't really get it, co-ordination, everything about it, I just wasn't the best. I don't know, I don't really remember doing much of it though so I guess I never really got much better at it until obviously I went to uni and then obviously it gets different, but don't know, I think a lack of time I spent on it, would've been something that didn't increase my knowledge and confidence around it.

Internals\\PG1+NQT interviews\\PG1+ 001

c) Memos

As discussed in Appendix 15.2d, memos were kept in NVIVO following each analysis session on each transcript to give an overview of the key points in line with the findings so far and how it aligns with the literature. These are raw notes with some of my ideas as they began to take shape. As I became better at using NVIVO, memos were kept in my NVIVO file as opposed to note books, however note books were very handy during day to life, and often the best ideas would come whilst doing other tasks such as sitting in the dentist waiting room etc, therefore many of the notes during the analysis were handwritten and added to at the beginning of each research session. Again, these were used to support the iterative process and highlight working ideas and trains of thought as the study progressed.

thoughts to date after an...	0	0	3 Apr 2016, 10:49	MF	3 Apr 2016, 11:00

thoughts to date after analysing PG students and 3 QTS student interviews

PE teachers are the gatekeepers to recruiting new teachers. if you are good at their sport, have an affinity with them, then you get the correct information that you need to get on the appropriate courses and get the relevant experience to become a PE teacher. There is no other real information out there that is easily accessible. the other type of entrant is one who gets there through experience. they are coaches, work with children in a sporting environment etc, and the profession will announce itself that way. Over the past 30 years or so there has been no real change in this. Young people looking to enter the profession will often have a strong relationship with their PE teachers, not just in school, but as they go through 6th form, they also do socially. This acceptance into the 'club' emsures membership before they have even started teacher training. These likenesses in personality traits etc coupled with the power relationships and that 'someoe to look up to makes a strong recipe for potential recruits to persue a career in PE teaching. It is completely subjective, they are made to feel good about themselevs and very valued. Status, money etc still isnt a strong contender for entering the profession.
The other issue worthy of a mention here is that there are a number of recruits that are early deciders but late commiters. The main reasons for this are the following; they didnt have the best relationship with their PE techers, therefore the right information to get into PE teaching isnt accessible, the perception from others for PE teaching as a good profession isnt really held or valued, so other options are looked at first, or the perception of the academic

d) Summary notes

Again, as with the step by step guide in appendix 14.1, the samples below provide an example of the extensive notes made to help highlight key ideas/ themes during the thematic analysis process. I often made flow charts to clarify the findings and further understand the contexts of individual stories. This helped to make the links between different ideas and view the study findings in a more holistic way. Clarification was central to keeping on top of the vast amount of data and maintain focus in relation to the research questions. It was easy to get lost in the detail and divert my attention away from the key focus of the research question; especially when the ideas were so interconnected with each other.

Enjoyed school, which would [illegible]
~~the~~ the potential recruits had high physical capital in physical education generally.

Is the subjective warrant adequate for 21st C. PE?

Argument: Physical Education as a subject has experienced limited change over the past 30 years or so. We have a traditional curriculum & there has been little change in the way PE is delivered.

① As a starting point, ~~all the~~ there is a strong narrative of similar experiences in school. They all had higher physical capital in games based activities in school. This meant that in relation to social development and forming in the groups, these individuals good be described as 'the powers' in the classroom.

Evidence

② Marginalisation of disenaged students.
*See low lights for evidence.

③ Biggest influence was PE teacher. = encourage social re valued. suggestio

④ ~~Proper~~ No careers advisor to give objective informati

teacher
challenge
[illegible] friend/peer
[illegible] encourage
[illegible] felt 15.
[illegible] ES.

*Point two in the above sample highlights how marginalisation links with physical capital and the key code where the evidence drawing these ideas together can be found in the NVIVO file.

~~Why would~~
What indicates change?

- Reduced places.
- Recruitment into PETE. Academic Required
- STATUS.
- ~~Academic~~

BIGGEST INFLUENCE IS PE TEACHERS THEMSELVES.

SPORTS COLLEGES & OPPORTUNITY ⇒

- Marginalisation in PE.

Erikson (1968) described adolescence as a period of conflict between role confusion & identity, and intimacy and isolation. Smith & Keup (1996) ~~identified this period of time as~~ identified physical education settings as active environments that foster social development. ~~Child~~ Adolescents have a need to establish their own identity as well as become accepted as part of the group. Those who associate themselves as being 'Sporty' will be attracted to this field as ~~their rules~~ its pre-set 'rules' ~~work~~ that govern it will match their own habitus. ~~Personal~~ Smith and Keup (1996) ~~also~~ highlight that ~~factor~~ personal factors (Lawson, 1984a) such as gender, skill & self concept

(16), (18)

Interdependent & Intergenerational links.

Significant others.

In terms of results, these are not recognised straight away, so the influence is subtle however it has a large impact.

Parents → the first influence to build social capital in both PG & QTS students.

/friends → indicate that they belonged to 'the pioneers' or 'the others' rather than the marginalised. Smith & Karp (19

(start of developing ~~into~~ PE philosophies based on ideologi

~~PE teachers~~ → Build from having a degree of social capital defined the pecking order. the field's 'rules' determines this, and this is defined by the content '~~social~~ Ski ~~watches~~ needed to meet a traditional curricu the traditional curricula is set by the PE teacher whose ideologies are built on the shared ideologies of other PE teachers. In order to gain acceptance within the field their habitus ~~and~~ ~~feel~~ & practise needs to mat the 'rules' of the field; also pre-defined by th PE teacher.

Early Decider / Early Committer: Positive experiences in physical education

Teacher Values: current beliefs.

⇒ alienation & marginalisation of students due to emphasis on high physical capital which is ~~suggest~~ exchanged for social capital, therefore alienating those without a high physical capital do not get the opportunity to ~~develop further~~ build a relationship with the PE teacher, particularly within a 'mastery' climate.

However, some ~~of the~~ participants ~~high~~ were of lower standing in relation to physical capital. These students were recognised for their effort and attitude, which appears to be the second most important trait that PE teachers see in the children they teach. The correlates with Curtner-Smith's (2001) notion that teachers are either teacher or coach orientated.

↑ physical capital → displinary mastery → – coach orientated

– physical capital → effort / attitude / helps others → Teacher orientated

Both gain social standing / capital

May become late deciders

May become coach contingency?

Ch4 SW Adequacy key findings.

- Permissiveness of SW examined using OC, Influencing factors & Habitus as (limiting tool)

1) - Careers advisor not got a clue.
* PE teachers relied on peer info.
* Course info limited
* PE teachers valuable source of information.
* late deciders & late committers really struggled to get info.
Info not readily available, therefore further identification of the barriers was needed.

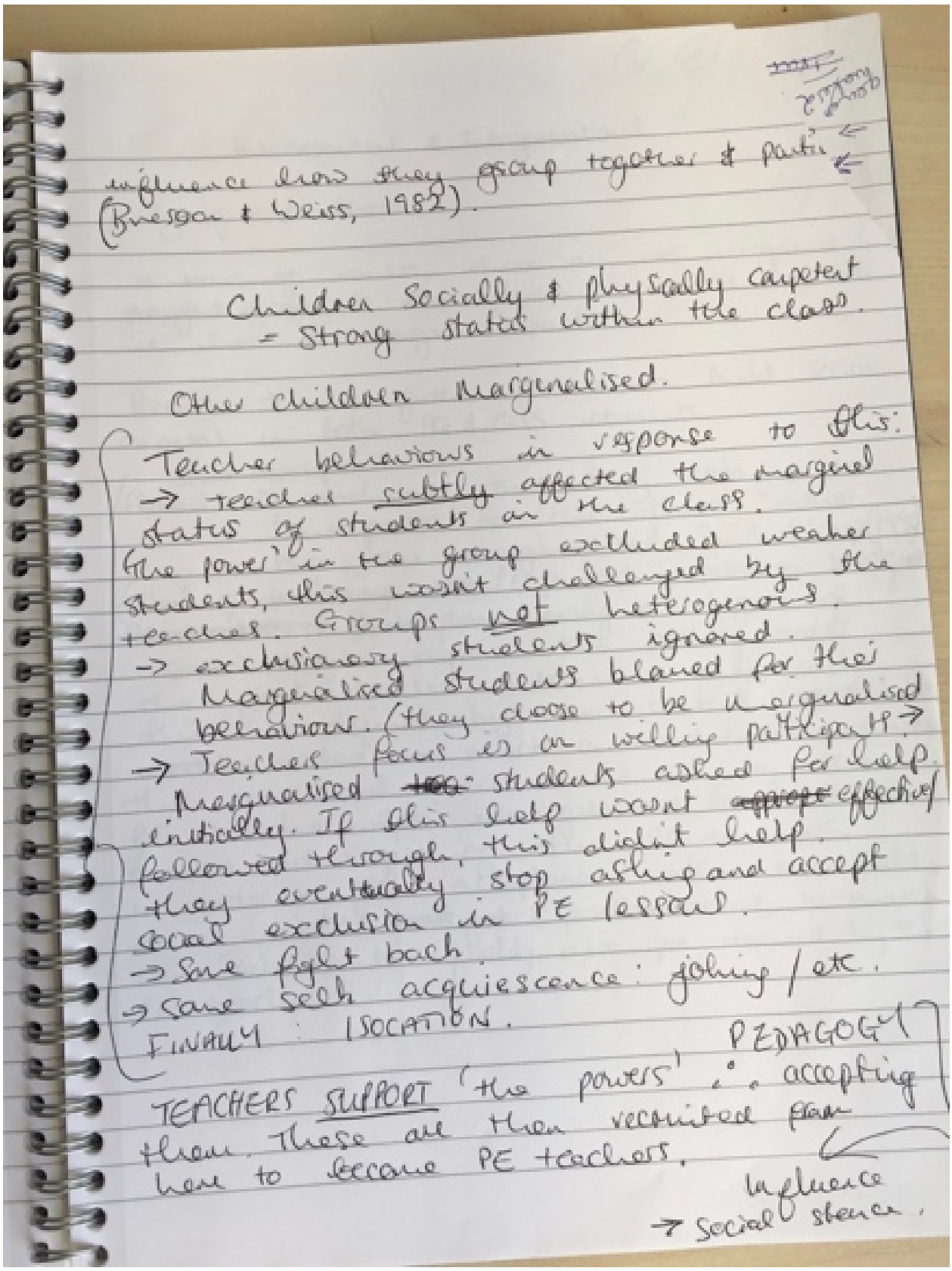
2) STRINGENT WARRANT: PE TEACHERS GATEKEEPER TO THE PROFESSION DURING ANT PHASE.
- Criteria set by the teachers = PC, Effort & enthusiasm
- Those who lacked PC but had effort & enthusiasm contributed to teams & therefore had opportunity. (others)

3) FACTORS INFLUENCING PC, effort & enthusiasm.
- PARENTS GIVING OPPORTUNITY / FUNDING (INHIBITORS?)
- RECOGNITION BY PE teachers (middle school in particular)
- TRADITIONAL CURRICULA: those outside it didn't meet the habitus criteria of PE teachers.

4) CONSEQUENCES OF SW FACTORS THE INFLUENCE PC EE
- Relationship with PE teachers / Acceptance / Exclusivity.
- Opportunity (built on developing relationship).

5) THE PERMISSIVE WARRANT: Testing the personal conception of OCCUPATIONAL CHOICE
- TRAITS: Permissive & wanting to teach because the reason for doing so. love of working with children, (relationships) cont. with School & sport, + environment, re-enforcement from others (not teachers)
~~this is~~
- Replicate positive experiences for them (sense of belonging)

Success Criteria



influence how they group together & parti
(Bruegan & Weiss, 1982).

Children socially & physically capetent
= Strong status within the class.

Other children marginalised.

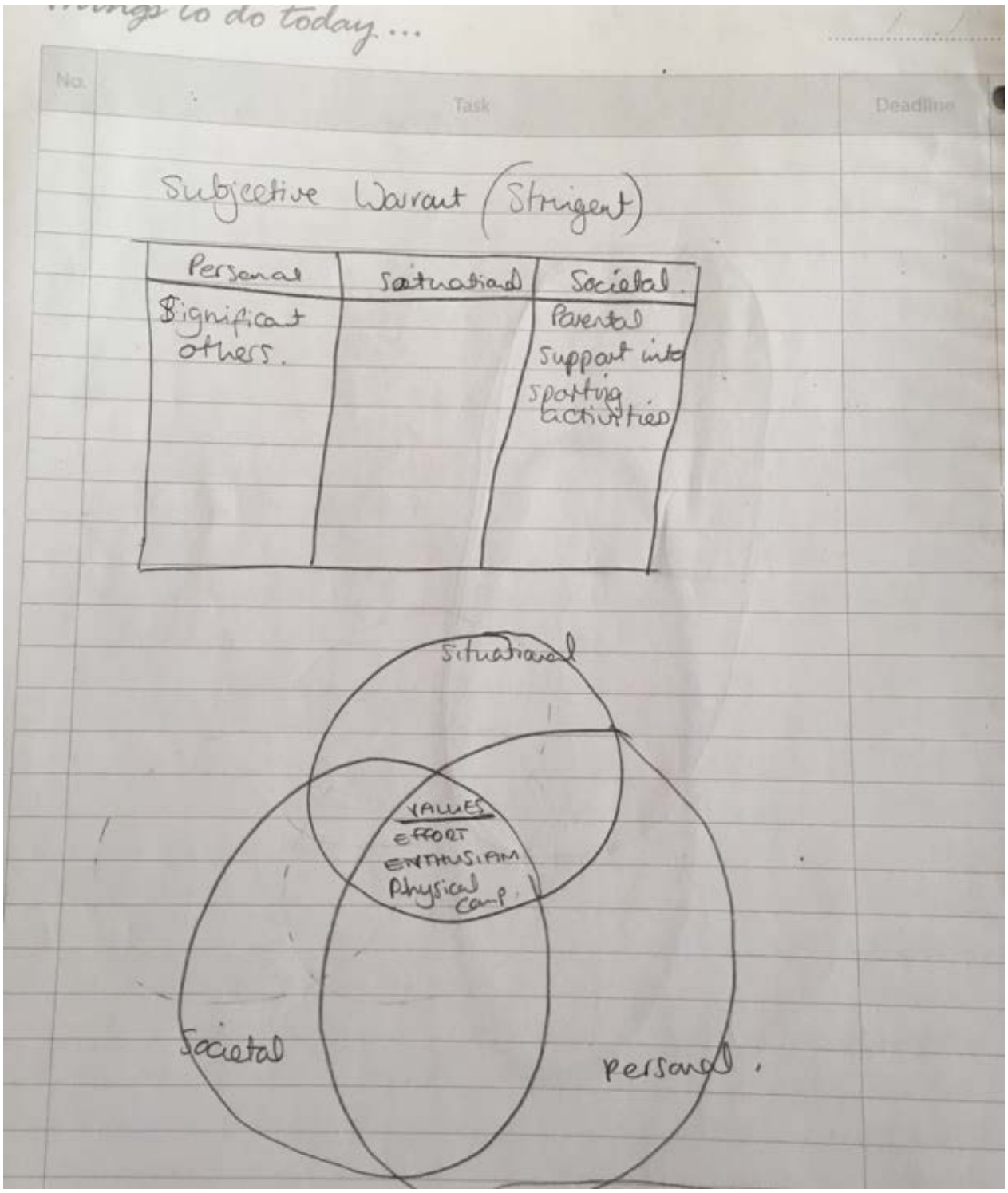
Teacher behaviours in response to this:
→ teacher subtly affected the marginal status of students in the class.
The power in the group excluded weaker students, this wasn't challenged by the teacher. Groups not heterogenous.
→ exclusionary students ignored.
Marginalised students blamed for their behaviour. (they choose to be marginalised →
→ Teacher focus is on willing participants →
Marginalised ~~too~~ students asked for help initially. If this help wasn't ~~approp~~ effective/ followed through, this didn't help.
they eventually stop asking and accept social exclusion in PE lessons.
→ Some fight back
→ Some seek acquiescence: joking / etc.
FINALLY : ISOLATION.

TEACHERS SUPPORT 'the powers' ∴ accepting them. These are then recruited from here to become PE teachers.

PEDAGOGY

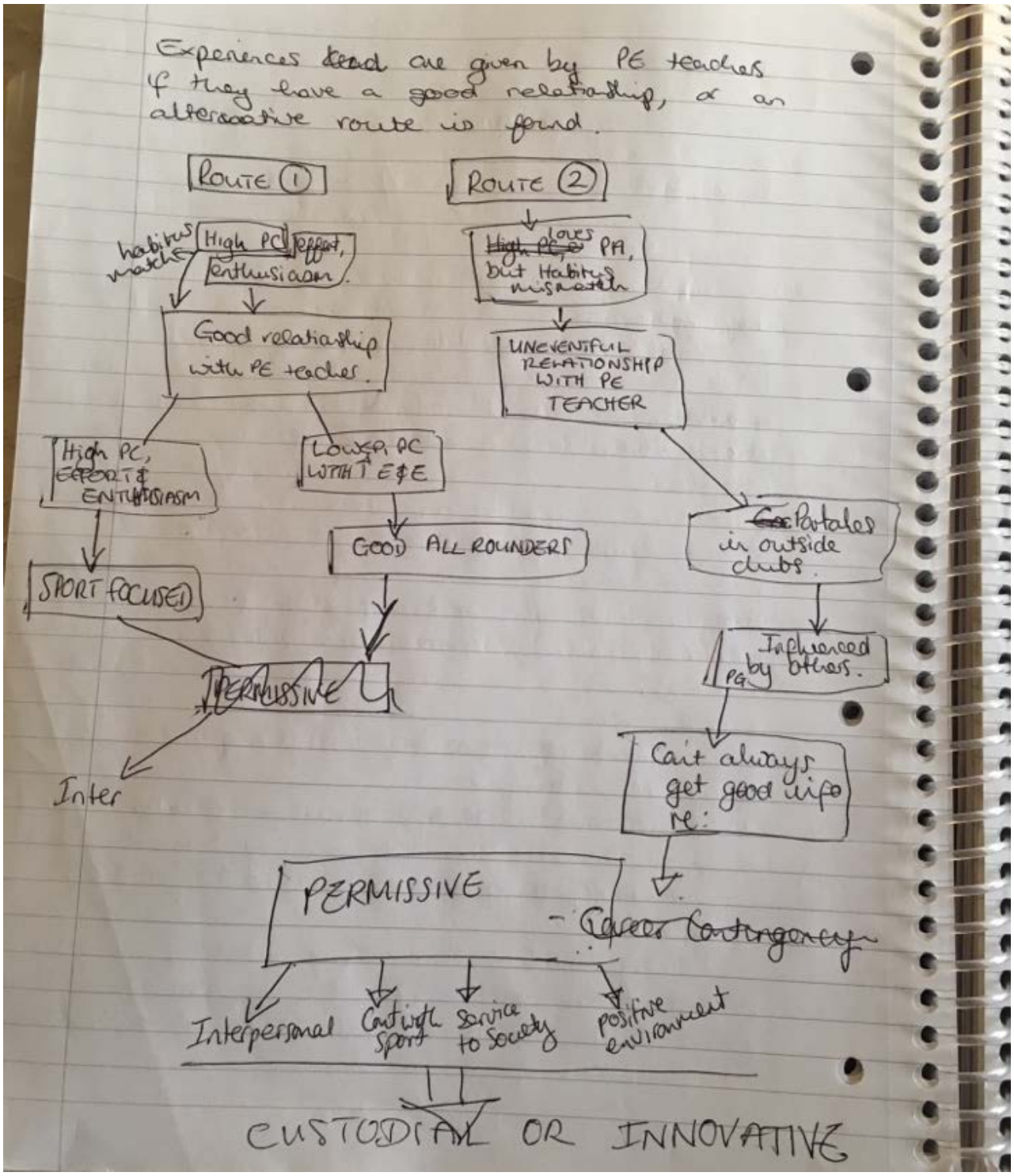
influence
→ social stance.

Reading back and revising findings once an overview and critical thought process had occurred following coding/ themes. The page below helped me to situate and clarify the values physical education teachers when 'selecting' future teachers. By drawing it this way helped me to consider and appreciate the interrelatedness of the personal, situational and societal factors.



Identifying how teachers entered the profession expanded on this. Following further investigation, the flow chart below aided me in defining the route and provide a framework to 'tell the story' in chapter 4. This flow chart provides an overview of the subjective warrant and gives clarity in terms of where I was going in relation to using the codes develop themes and ideas relating to the physical education teacher as the gatekeeper to the profession as well as the beginning ideas of outcomes of each route. It highlights the fluid nature of the study, and the interrelatedness of all the pieces to the 'puzzle' thus creating the whole picture and the links between the personal,

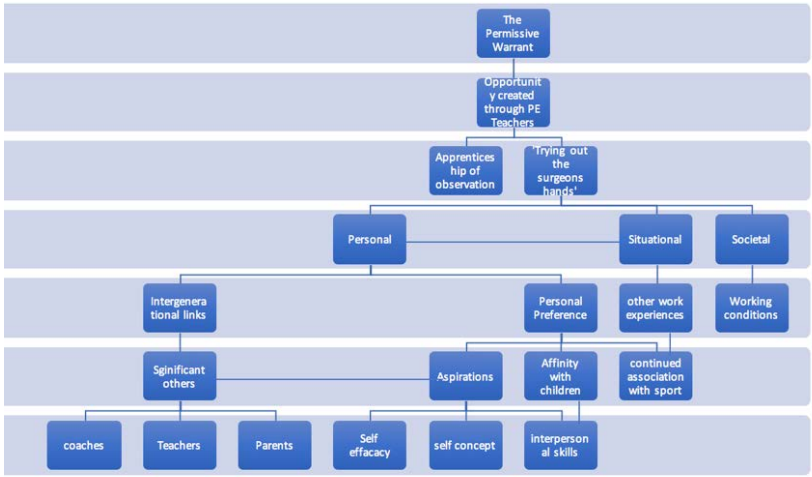
situational and societal factors as well as the interrelatedness of the research questions. Whilst working on RQ1, RQ2 and 3 were also firmly in my mind.



Appendix 14.3

a) A further example: matrix for the permissive warrant: Testing the personal conception of occupational choice

The matrix below focuses on the permissive warrant. Initial coding was positioned within the personal, situational and societal factors influencing the subjective warrant. The theme, categories and sub themes, categories, codes and sub codes were situated within this supported by the notes, memos and annotations mentioned in the step by step guide. The same process thematic analysis was used for each key theme. Links were also made between varying codes situated within different categories; for example, significant others and aspirations.



Theme

Sub themes

Sub theme 1

Categories

Codes

Sub codes

Sub codes 1

b) Excerpt of memo for Permissive Warrant

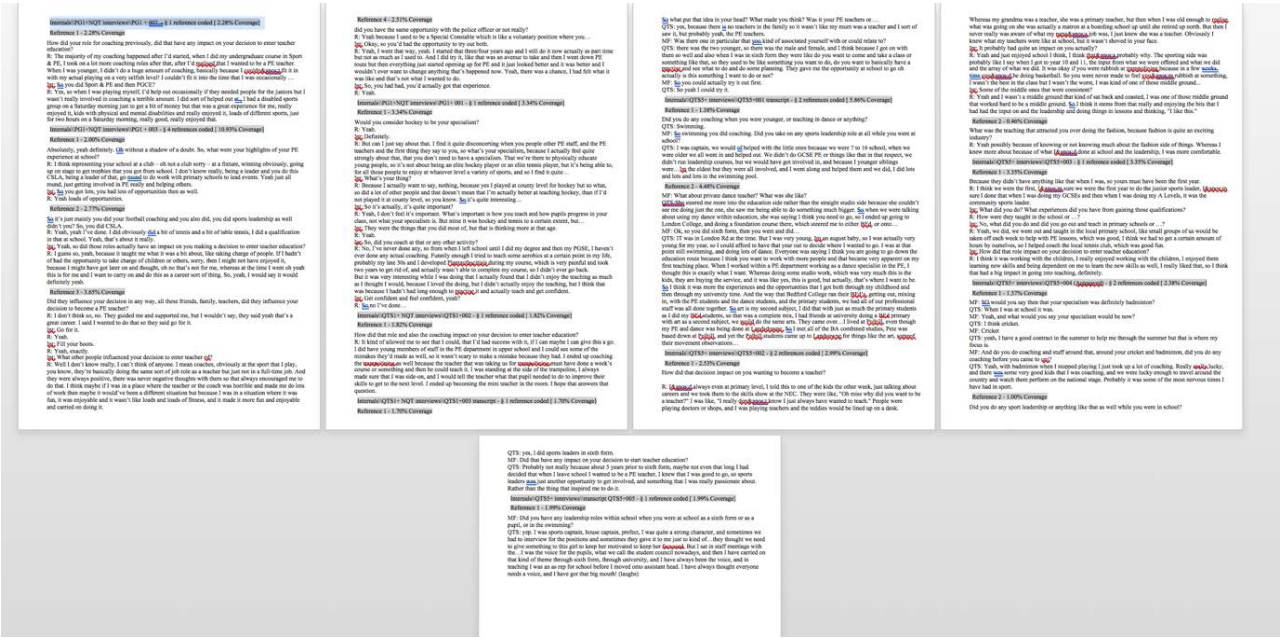
Memos were not always lengthy. Sometimes, a developing idea needed to be noted and referred back to in order to further develop aspects of other ideas. This example focuses on self -efficacy. Although short, this memo actually draws some of the key ideas I was working on together in terms of the permissive warrant, how others make one feel about themselves and how we can have a self- fulfilling prophecy because of one's beliefs about oneself.

Thoughts for RQ2 after Q...	0	0	4 Aug 2016, 14:47	MF	4 Aug 2016, 15:23	MF
thoughts to date after an...	0	0	3 Apr 2016, 10:49	MF	3 Apr 2016, 11:00	MF
self efficacy						

self efficacy is developed through achievements in sport and sport based activities such as coaching etc. this can be fuelled by success and through significant others; ie parents of the students being taught, the students themselves and other coaches. Believing that one is good at something (Lortie (1075) trying out the surgeons hands) is of particular interest in terms of how PE teaching announces itself to an individual.

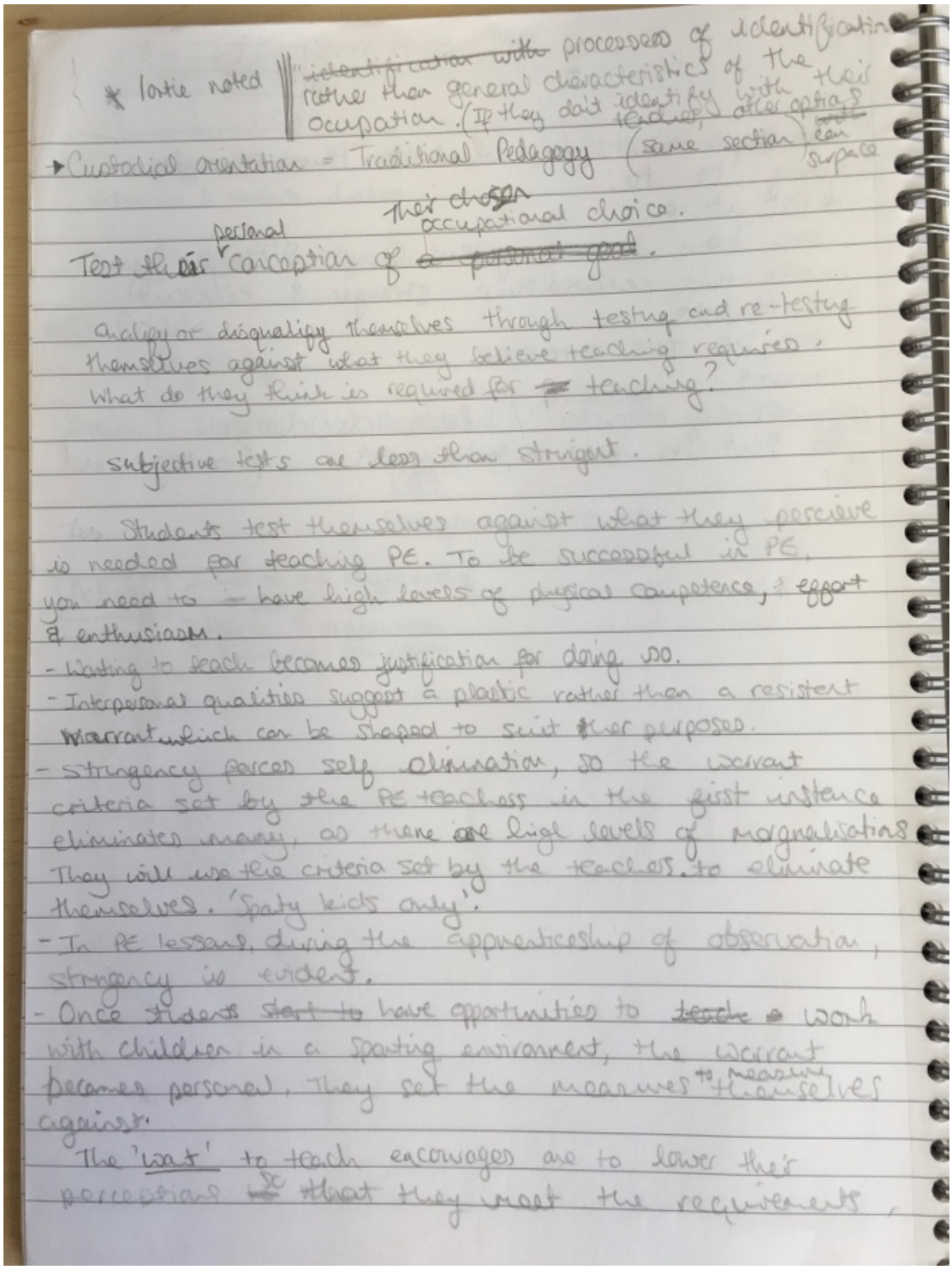
c) Example of transcripts on NVIVO for 'trying the surgeon's hands'

The following is a complete representation of all the quotes inputted into the co 'trying the surgeon's hands' in NVIVO. This was used in conjunction with all of the categories, sub- categories, codes and sub -codes that were related to it. Again, NVIVO was used to organise and store the data, the analysis was done through my notes, annotations, summaries and memos.



d) Summary notes for the permissive warrant

As with the step by step guide noted earlier, flow charts and comparison tables were used to help to clarify my ideas, contextualise them and align them with the other themes and ideas. The photographs of a few of my notes made during this process have been included below to demonstrate some of the work that went into developing the permissive warrant. The notes themselves provided a basis through which the transcripts and coding in NVIVO could be revisited and checked for accuracy, enhancing the rigour and trustworthiness of the study.



* Affinity with children has loads of stuff.

What ~~do~~ are the perceptions of what you need to teach PE? What are the most important traits?

- Interpersonal skills.

Deciding factors:

love working with children
motivation to work with children
working with children.
lifestyle generally going to fixtures

school = positive environment.

Having a good relationship with children.

love the environment

Relationships you build with children

Association with children, family orientated.
Relationships with children.
Being reliable.
working with young people & passing on knowledge.

positive attitudes / positive environment.
Motivator.

Notes on Interpersonal skills.

Dewar & Lawson (1984) suggest that both the roles of a teacher of physical education and of a coach involve extensive personal interaction with children.

Interpersonal theme can be viewed from a multi-dimensional perspective.

The first of these that interpersonal skills are seen as the most important trait of teaching; including patience & sense of humour ~~and~~ in order to be able to relate to the children you teach.

~~Example.~~

~~Interpe~~ Interpersonal skills are absolutely key in being able to impart knowledge. Teachers noted that without this, teaching would be problematic.

~~The Ben~~ Having the ability to build good relationships was perceived as very important. Communication and transference of knowledge. A love of working with children is derived from this.

Interpersonal skills are permissive. It is measured not by the amount of subject knowledge one has, but by the relationships in pertains.

By replicating a fun environment & having ~~good~~ positive relationships with children because the criteria for being a good teacher as opposed to the amount of knowledge

Subjective Warrant.
Attractors (gains from joining the profession)
Facilitators (social mechanisms that move you into the profession)
- Sub warrant used to identify 'WHY' someone enters the profession.
- Direct relationship with what someone believes regarding their perceptions of teaching PE.
- Most influenced by the anticipatory phase
- Allows researchers to explore the events processes & people influencing career entry.
- SW is unique to each person however there are similarities. PERSONAL / SITUATIONAL / SOCIETAL FACTORS
- SW is the self-assessment against perceived requirements.
- Beliefs surrounding this are a focus for this study.
- further understanding will aid dev. of new beliefs & inform PETE.

Why enter TE? Continued association with sport, a love of working with children, & influence of sig. others.
How have the influencing factors evolved over time and how PETE can be used to promote effective practices. (Prof. phase has least influence).
Often the personal situational & societal are interlinked Eg. parents / financial / opportunity.

A want to work with healthy children. Ability to work with people well and connect = builds self esteem. Teaching is now more holistic. What teachers know, do & care about is v. important in this.

PERMISSIVE WARRANT

Apprenticeship of observation & testing ones perception of occupational choice.

Provides the foundation.

No.
Date

Consequences.

Relationship with PE teacher.

Good relationship

↓

Opportunity to "test" what they perceive to be necessary requirements.

(PERMISSIVE).

Intrinsic Qualities

↓

Apprenticeship of observation

↓

matching habitus.

↓

Custodial?

Non relationship.

↓

Lack of opportunity may announce itself later.

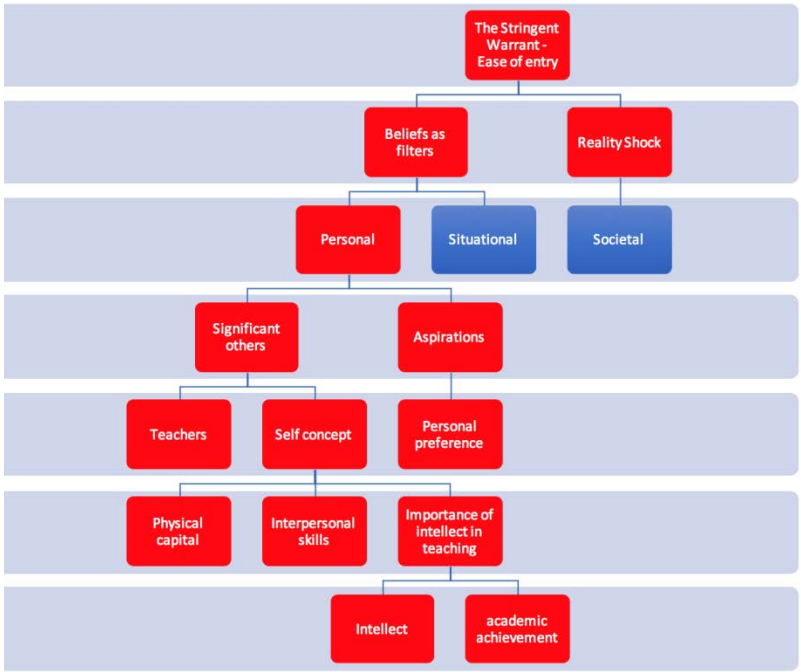
↓

Appendix 14.4

a) Matrix for the stringent warrant: Ease of Entry into Physical Education Teacher Education

The matrix for the codes leading into the above theme have been broken into three matrixes. The first depicts the personal factors, the second depicts the situational factors and the third depicts the societal factors. All of the factors are interrelated and impact on each other. This has been broken up due to the complexity and the amount of codes.

Personal Factors : Theme 5 the Subjective Warrant Ease of Entry



Theme

Sub Theme

Categories

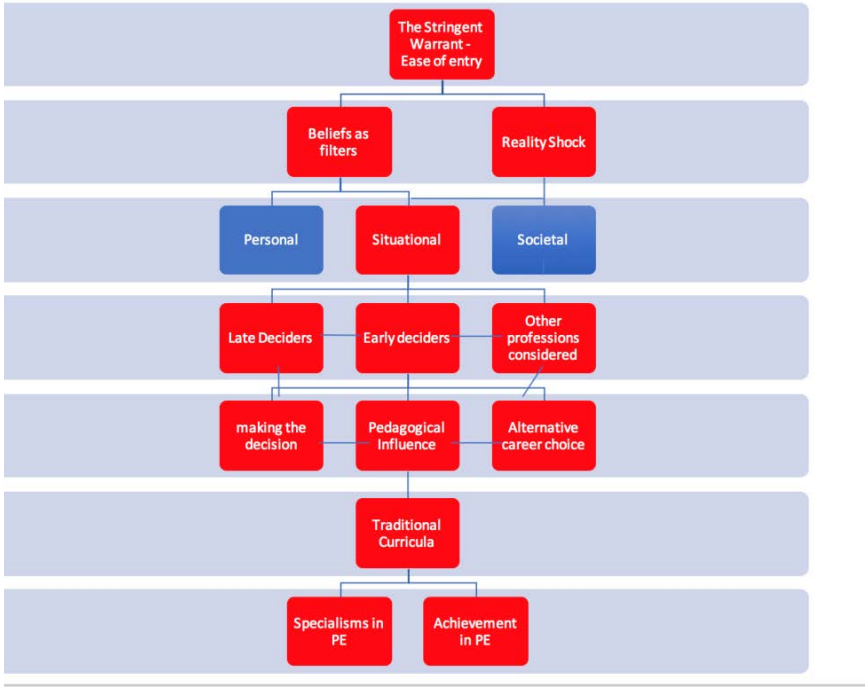
Codes

Sub codes

Sub codes 1

Sub codes 2

Situational Factors



Theme

Sub - Theme

Categories

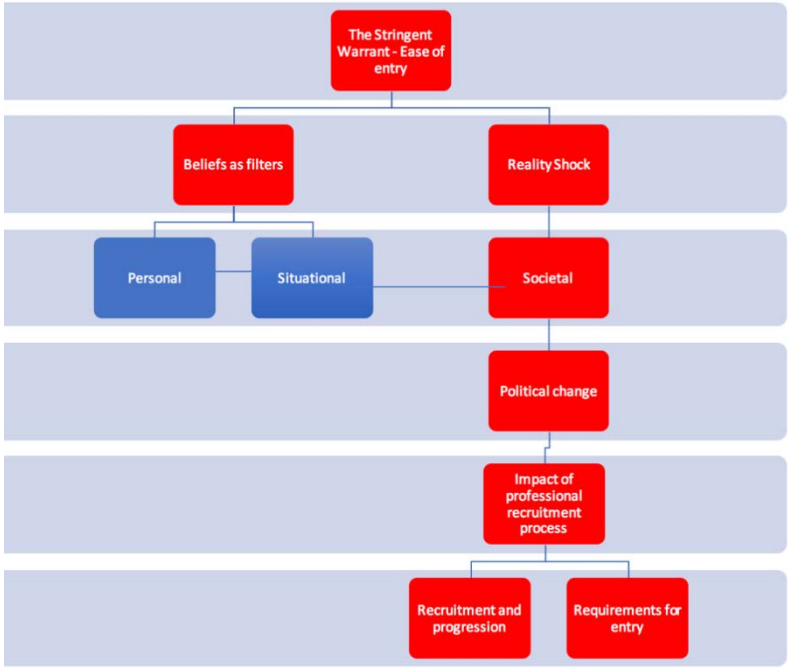
Codes

Sub codes

Sub codes 1

Sub codes 2

Societal Factors



Theme

Sub Themes

Categories

Codes

Sub codes

Sub codes 1

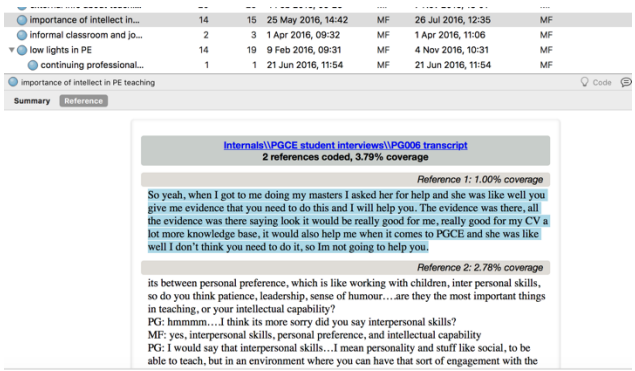
b) Excerpt of memo for Stringent warrant: Ease of Entry

This memo highlights a pattern emerging amongst the early decider/ late committer participants. This builds upon the notion of who careers advice is given by and teachers being the gatekeepers of the profession. The themes are also interrelated.

The other issue worthy of a mention here is that there are a number of recruits that are early deciders but late commiters. The main reasons for this are the following; they didnt have the best relationship with their PE techers, therefore the right information to get into PE teaching isnt accessible, the perception from others for PE teaching as a good profession isnt really held or valued, so other options are looked at first, or the perception of the academic requirements are in accurate. Time is then needed to gain the correct qualifications to enter.

c) Excerpt of transcripts from NVIVO for Stringent warrant: Ease of Entry

The example below is representative of one of the codes within the stringent warrant: ease of entry. Again, the blue highlighted section denotes that there is an annotation attached to that particular quote during the initial coding process.



importance of intellect in...	14	15	25 May 2016, 14:42	MF	26 Jul 2016, 12:35	MF
informal classroom and jo...	2	3	1 Apr 2016, 09:32	MF	1 Apr 2016, 11:06	MF
low lights in PE	14	19	9 Feb 2016, 09:31	MF	4 Nov 2016, 10:31	MF
continuing professional...	1	1	21 Jun 2016, 11:54	MF	21 Jun 2016, 11:54	MF

importance of intellect in PE teaching

Summary Reference

Internals\\PGCE student interviews\\PG006 transcript
2 references coded, 3.79% coverage

Reference 1: 1.00% coverage

So yeah, when I got to me doing my masters I asked her for help and she was like well you give me evidence that you need to do this and I will help you. The evidence was there, all the evidence was there saying look it would be really good for me, really good for my CV a lot more knowledge base, it would also help me when it comes to PGCE and she was like well I don't think you need to do it, so Im not going to help you.

Reference 2: 2.78% coverage

its between personal preference, which is like working with children, inter personal skills, so do you think patience, leadership, sense of humour….are they the most important things in teaching, or your intellectual capability?
PG: hmmmm….I think its more sorry did you say interpersonal skills?
MF: yes, interpersonal skills, personal preference, and intellectual capability
PG: I would say that interpersonal skills…I mean personality and stuff like social, to be able to teach, but in an environment where you can have that sort of engagement with the

d) Summary notes for Stringent warrant: Ease of Entry

Again, many notes and summaries were made throughout thematic analysis. The pictures below show a range of the notes, flow charts, working ideas and consolidation of ideas to build the final themes situated within the chapter. Again, the codes are not used in isolation but are interrelated.

(16), (18)

Interdependent & Intergenerational links.

Significant others.

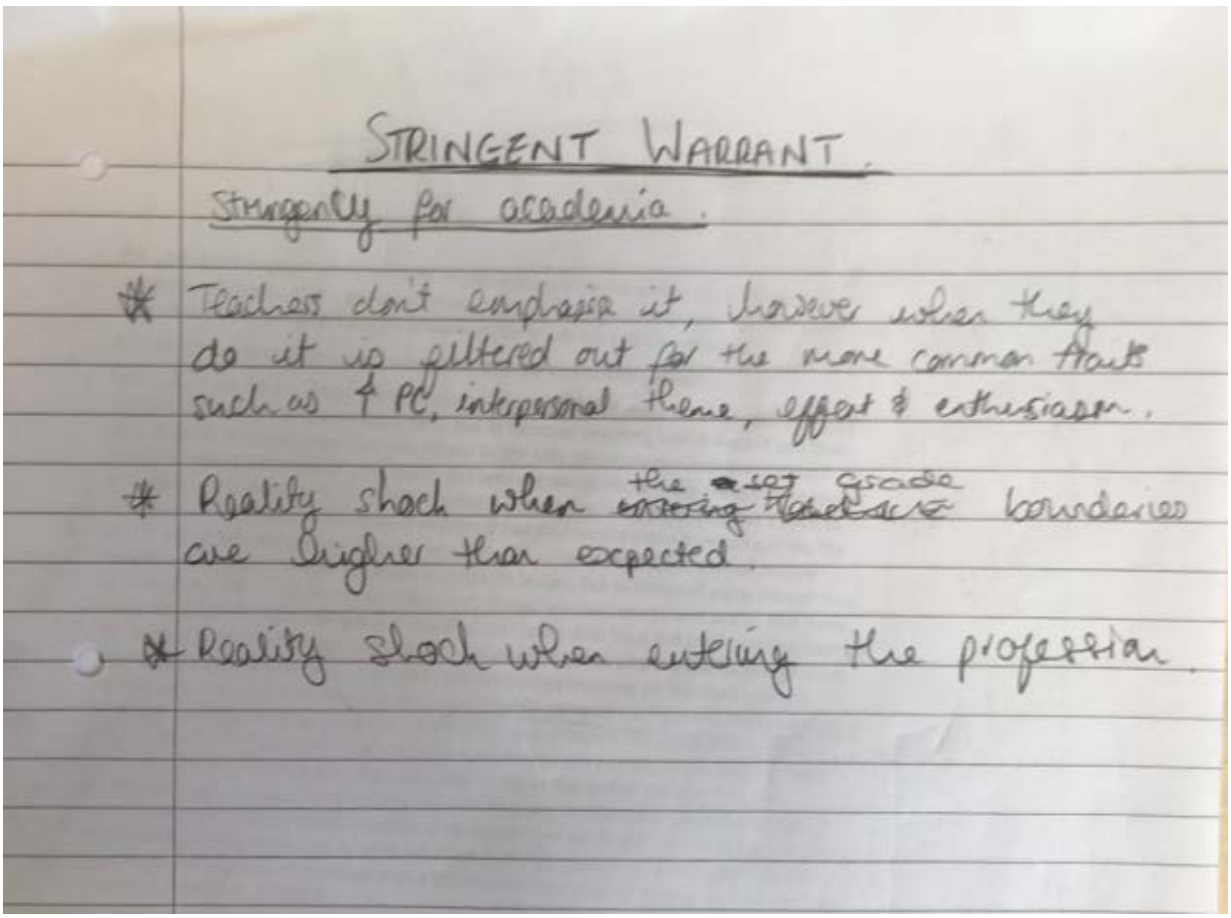
In terms of results, these are not recognised straight away, so the influence is subtle however it has a large impact.

Parents → the first influence to build social capital in both PG & QTS students.

/friends (Social development) → indicate that they belonged to 'the posers' or 'the others' rather than the marginalised. Smith & Karp (19

(Start of developing ~~into~~ PE philosophies based on ideologi

~~PE teachers~~ → ~~Build~~ from having a degree of social capital defined the peching order. the field's 'rules' determines this, and this is defined by the content '~~social~~ Ski ~~watches~~ needed to meet a traditional curricu the traditional curricula is set by the PE teacher whose ideologies are built on the shared ideologies of other PE teachers. In order to gain acceptance within the field their habitus ~~and~~ ~~feel~~ & practise needs to mat the 'rules' of the field; also pre-defined by th PE teacher.



STRINGENT WARRANT.

Stringency for academia.

* Teachers don't emphasise it, however when they do it is filtered out for the more common traits such as ↑ PC, interpersonal theme, effort & enthusiasm.

* Reality shock when the set grade boundaries are higher than expected.

* Reality shock when entering the profession.

Having a theory at this point allowed me to 'test' my key ideas against the transcripts. I viewed this like a court case, did I have the evidence to support what I wanted to say? If the answer was yes, I revisited the codes in NVIVO to find the best quote that captured what I wanted to say and was clearly representative of that particular point. These are evident in the main body of the findings chapters of the thesis.

PG001 also talks about 'natural' intelligence. Again the focus is on the more 'traditional' academic subjects; PE again not being one of them

PG002 Society's view on academia in PE: not needed.

ONS5-5 Societal wouldn't have had a teacher in the family! (Graduate)

Notes from today: Academisation of PE

Academisation of physical education has developed in schools through its recognition as an examination subject that has capital in terms of moving from school to further / tertiary education (Casey & O'Donovan, 2015).

~~Having~~ Having been socialised in an environment where educational value is deemed to be at the forefront this is ~~not~~ still not the case in physical education as a subject area

When ~~students teachers~~ all the participants were asked what was the most important trait in teaching, they replied with interpersonal skills. Academic intelligence, although important, is not the dominant trait.

This is interesting due to the fact that in terms of recruiting into the profession, the social aspect such as the relationship with the PE teacher is significant in terms of moving into PE as a career choice; the option only really being open to a select few. The powers (with ~~of~~ up, date)

Academia has also been noted in relation to the societal factors as something that isn't needed for teaching PE. PG / OTS interview (non graduate & masters example).

Some participants actually noted that teaching examination PE would be a concern for them because in terms of theory (phys & anatomy) they felt that their subject knowledge matter lacked in this area. Their physical capital was still far more important in terms of entering the profession. This was further supported by 'jimmy' who mentioned that they used a biology teacher teach 'A' level theory in PE.

Regardless of the situational & societal changes surrounding the academisation in schools, in terms of attitude ~~terms~~ and beliefs towards PE, this is something that really hasn't shifted in 21st Century; thus supporting the 'traditional' beliefs surrounding PE. NQT's & teachers identified that ~~this~~ PETE did not prepare or equip them for this and that this was something they learned on the job in their first teaching post.

The belief that being good with students and being good at ~~PE~~ practically being enough to warrant a career in teacher education seriously caused reality shock when recruits enter the profession. Macphail (2004) noted that teachers believed that they had 'sufficient

PERSONAL TRAITS FOR TEACHING

In terms of personal traits, the students had a tendancy to lean towards and discuss their own strengths, or emulate / reflect on how their teachers were with them. (PG009)

~~Engaging management~~
~~Change in pathway~~

Selected by PE teachers with similar personality / personal traits

"powers" or "others"

tendancy to have a strength in games

marginalised
withdrawed by powers as, "excluded"

personal relationship and influence v. important

Socialised into the profession through opportunity provided by PE teachers

Those who didn't have a great relationship with PE tried other careers / considered other careers // struggled to get info to enter PETE (requirements).

Government shift in exam PE - moves away from practical and towards theory in GCSE & 'A' level.

trait - interpersonal v. important

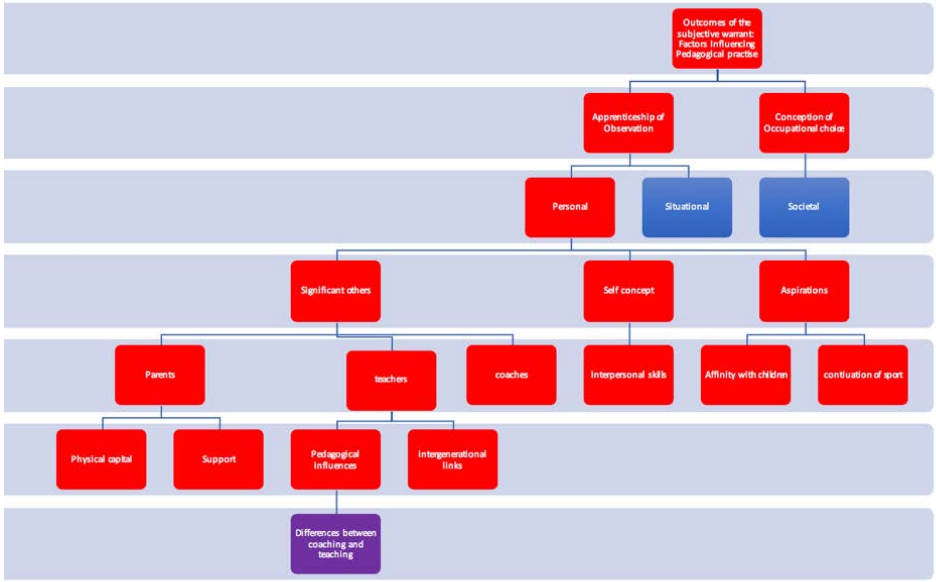
wishlist: reality v uni

Appendix 14.5

a) Matrix for outcomes of the subjective warrant: examining the factors influencing future pedagogical practice

For clarity, due to the complexity of this section, the coding matrix has been broken down into three; the first depicts the personal factors, the second depicts the situational factors and the third depicts the societal factors. However, all three are interrelated, and each matrix effects the other. They could therefore not be viewed in isolation during data analysis. The codes being focussed upon are in red for each category. Differences in coaching has been highlighted in purple to demonstrate how a code can be positioned within personal, situational and societal. Due to the fluid and interrelatedness of the key factors, if this was done for each code in the appendices, the coding process information would be bigger than my thesis. I have therefore focussed on the key relationships between my codes, however the others were firmly in my mind during the analysis

Personal Factors



Theme

Sub themes

Categories

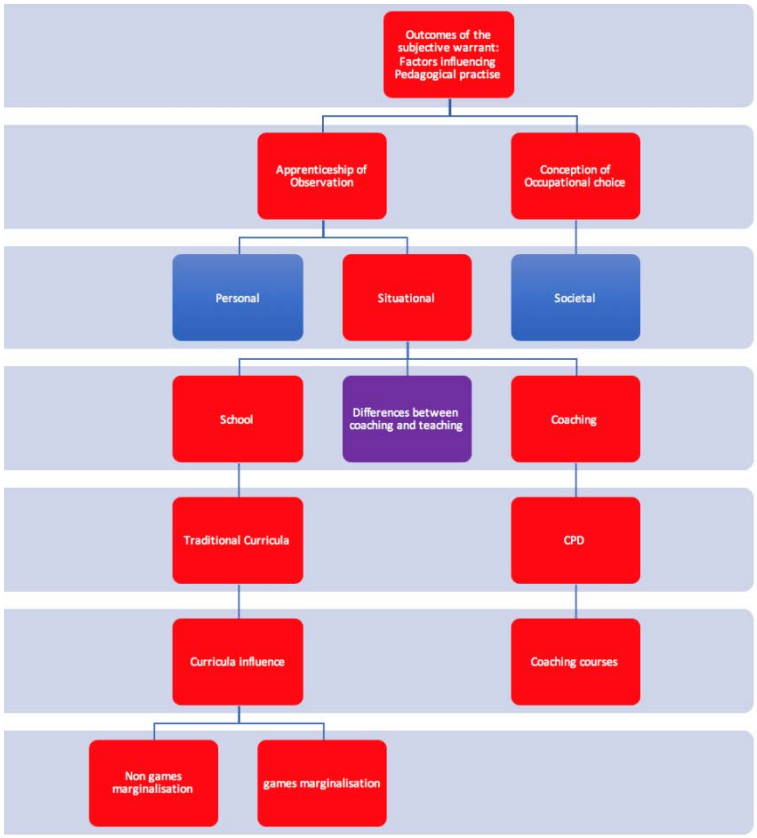
Codes

Sub Codes

Sub codes 1

Sub code 2

Situational Factors



Theme

Sub theme

Categories

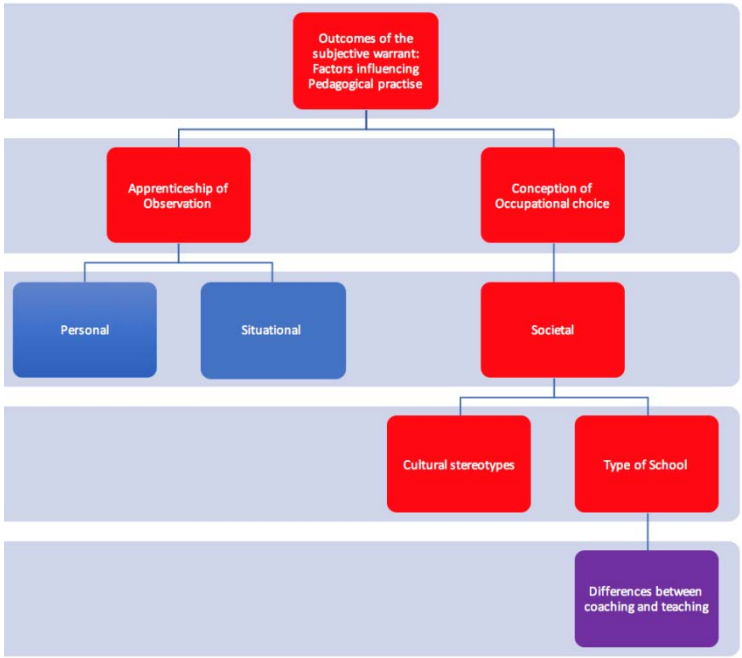
Codes

Sub Codes

Sub codes 1

Sub codes 2

Societal Factors



Theme

Sub theme

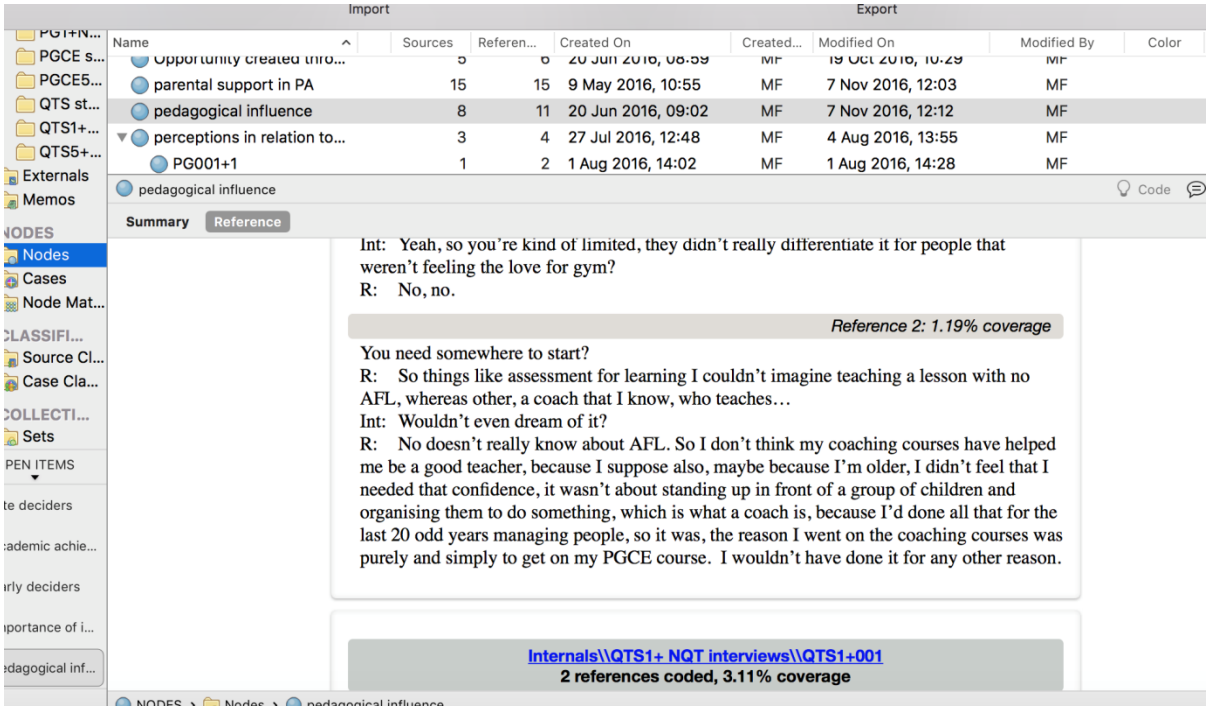
Categories

Codes

Sub code

b) Transcript Example within one of the codes within this theme

The step by step example described within Appendix 15.1 was followed. The example in the picture below demonstrates a small sample of the one of the transcript codes that were transferred from the main transcript and into 'pedagogical influence'.



c) Excerpt of memo

The memo below represents another way in which I stored my ideas. This memo holds the quote I needed as well as the annotation. It meant that while I was developing an idea, I didn't have to keep moving between the annotation, the transcript and any attached notes. I worked much better if I could see everything in front of me. I often stuck key ideas on my wall so that I could move codes and ideas around more freely.

coach or teacher orientat...	9	9	12 Jan 2016, 14:03	MF	12 Jan 2016, 14:12
good all rounder in sport	2	2	12 Jan 2016, 13:06	MF	9 Aug 2016, 13:17
003 changes ove...	0	0	4 Aug 2016, 14:24	MF	4 Aug 2016, 14:46
traditional curricula	0	0	12 Jan 2016, 13:53	MF	9 Aug 2016, 13:27

coach or teacher orientated

hopefully

PG: yeah I hope so (laughs)

MF: Did you coach in basketball or football at all or any other activity?

PG: Ive coached in football, when in my second year here, I started coaching for..umm it was a new sort development to get more people or more boys in sports to play football because they just didn't get the opportunity, so it was more to do with….I don't know whether it ws to do with a cultural thing, but I mean the team we built was predominantly sort of asian based.

MF: Right….so was this

PG: yeah this was i yeah in my second year, yeah….

MF: So thinking about the area was it arour area

This part of PG006 conversation could indicate that he was initially more coach orientated than teacher orientated. He is also a late decider, so it is possible that teaching deep down was his contingency plan as opposed to his dream of becoming a professional sports person or coach. (possibly coach orientated).

c) Summaries and notes considering custodial and innovative orientations towards teaching

The following notes provide a snap shot of the thoughts and ideas coming together from defining an innovative teacher and a custodial teacher. I then aligned the teacher's thoughts, feelings and perspective to identify where they were positioned within the continuum. This idea was further considered in with RQ2 in mind. Again, these are viewed in conjunction with the other themes due to the interrelatedness.

In the centre of the T & L process remains the PE teacher as 'master of the game'.
Move away from pupil becoming a passive recipient of knowledge where improvisation, imagination, initiative and personal judgement are restricted.
Actively involving students in the decision making allows for this... actively involves them in a process of reinvention - discovery or creativity.
psycho - emotional dev is also enhan through making positive use of their imagination, accentuate their perceptual ability
highly essential that PE teachers adopt a creative method in teaching

Some summary notes referenced specific participants:

Interpersonal skills are the most important in teaching; ~~ha~~ when recruiting as HoD, he knows what he is looking for in relation to a ~~pers~~ what needs the dept has in terms of expertise, and he says he can support developing teaching, but personality and interaction is really important.

Jimmy feels that the changes in education dictated by the government / ofsted etc. Have put a lot of pressure on teachers to deliver a certain way. This has limited his creativity in teaching due to its prescriptive nature. This goes against his perceptions of himself and his habitus within teaching; especially ~~when~~ in relation to his practice. The interesting point here, especially in relation to his practical session, is that he has been given the pedagogical 'basics' in teaching, that are then developed into his own way. He had a constructivist approach to learning / teaching, but it was restricted by any particular pedagogical model. His biggest strength is his knowledge and relationship of and with the students, and how he uses that to get the best out of them. This is his biggest motivator, as well as the challenge to make his team stronger (PE dept) and continue to strive to be a better teacher.

Great discussion about the academisation of PE, and how it is now losing the 'physical' element, and becoming more science based in it process of academisation.

Blueprints to come later → Underminer coaches as innovator.

→ traditional spot dominated coach orientation

Custodial coach & Innovative teachers

Allows space to push the field forward

PEDAGOGY

INNOVATIVE

CUSTODIAL

CUSTODIAL.

⇒ TRADITIONAL CURRICULA IN THE SAME SECTION

⇒ critiquing & pushing forwards

Custodial view & succession planning

Recruit the 'same'.

custodial language powerful

of the profession

Better term for trying the finding

'surgeons hands'

in physical education one might have.
Interpersonal skills are subjective and
often based on the relationships and
experiences the ~~personal~~ individual had
themselves.

Overwhelmingly, this is seen as the most
~~important~~ important trait.

Personal Qualities of the teacher.

pedagogical sociability (communicativeness).
ped creation.
observation
emotional stability.
Where is the emphasis placed?
Interpersonal ~~qualities~~ characteristics.
Secondary school age pupils place
emphasis on knowledge & personal qualities
(Werner, 2016).
LINK TO SDT chapter!!!

Their value placed on this is
reflective of what motivated them
during the anticipatory phase.

The following flow diagram was also used in appendix 14.3; this indicates that the themes, although each was an individual story, contributed to a broader story (Braun and Clarke, 2006).

Provides the foundation.

No.

Date

Consequences.

Relationship with PE teacher.

Good relationship

Non relationsh

Opportunity to "test" what they perceive to be necessary requirements.

(PERMISSIVE).

Lack of opportu

may announce itself later

Intrinsic Qualities

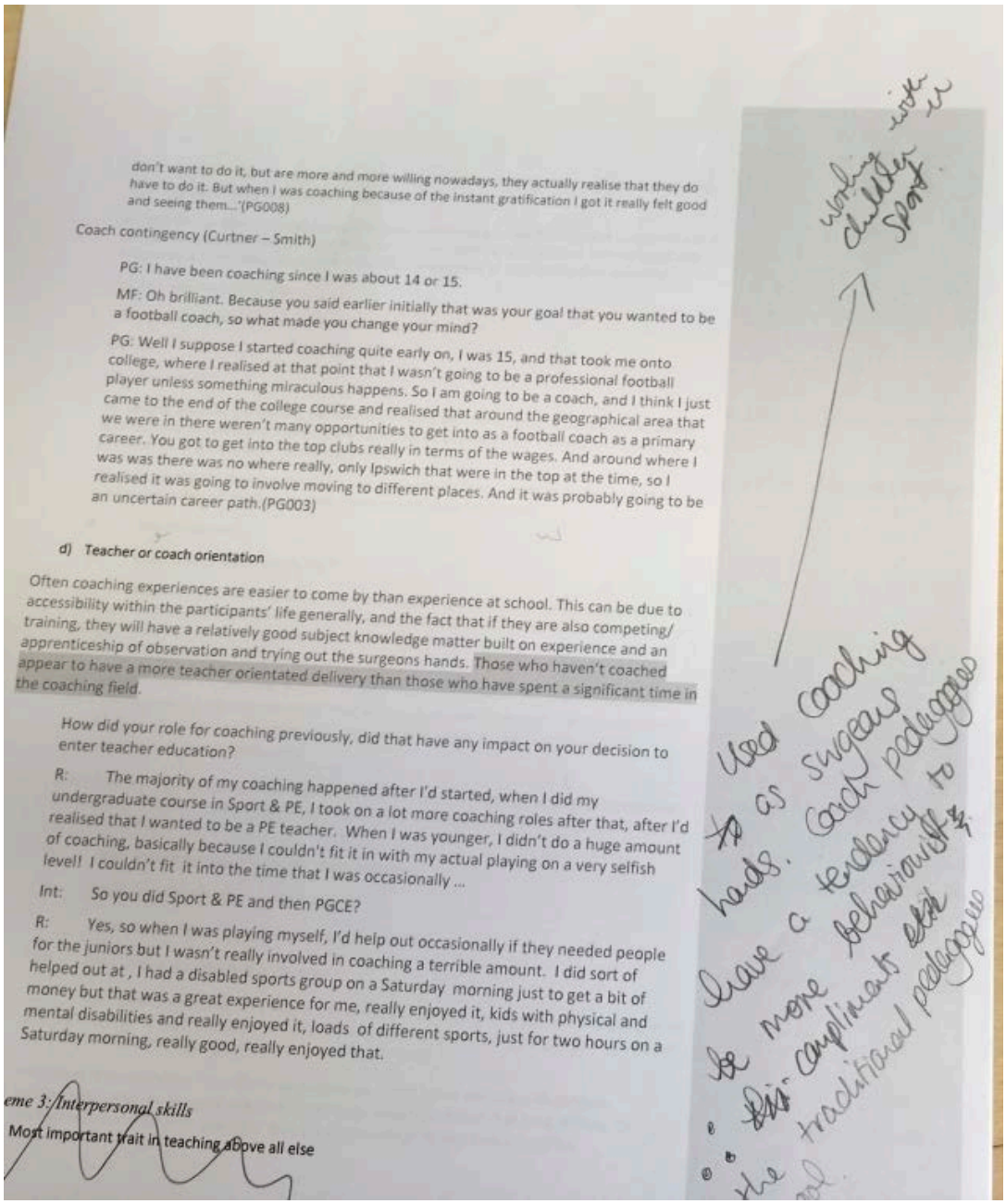
Apprenticeship of observation

Matching habitus.

Custodial?

d) The Iterative process of reading through and realigning work/ thoughts and ideas

This final phase of the process aided in consolidating ideas, challenging others, and checking to make sure that my analysis was representative of the transcripts and the participants life stories. This is further discussed in the step by step guide in appendix 15.1g. The example below highlights the influence of testing one's conception of occupational choice through coaching and the custodial orientation contributing towards the traditional curricula. The key author for this in the literature is also noted so that I could read further to extend the existing literature as opposed to replicating it.



don't want to do it, but are more and more willing nowadays, they actually realise that they do have to do it. But when I was coaching because of the instant gratification I got it really felt good and seeing them...'(PG008)

Coach contingency (Curtner – Smith)

PG: I have been coaching since I was about 14 or 15.

MF: Oh brilliant. Because you said earlier initially that was your goal that you wanted to be a football coach, so what made you change your mind?

PG: Well I suppose I started coaching quite early on, I was 15, and that took me onto college, where I realised at that point that I wasn't going to be a professional football player unless something miraculous happens. So I am going to be a coach, and I think I just came to the end of the college course and realised that around the geographical area that we were in there weren't many opportunities to get into as a football coach as a primary career. You got to get into the top clubs really in terms of the wages. And around where I was was there was no where really, only Ipswich that were in the top at the time, so I realised it was going to involve moving to different places. And it was probably going to be an uncertain career path.(PG003)

d) Teacher or coach orientation

Often coaching experiences are easier to come by than experience at school. This can be due to accessibility within the participants' life generally, and the fact that if they are also competing/ training, they will have a relatively good subject knowledge matter built on experience and an apprenticeship of observation and trying out the surgeons hands. Those who haven't coached appear to have a more teacher orientated delivery than those who have spent a significant time in the coaching field.

How did your role for coaching previously, did that have any impact on your decision to enter teacher education?

R: The majority of my coaching happened after I'd started, when I did my undergraduate course in Sport & PE, I took on a lot more coaching roles after that, after I'd realised that I wanted to be a PE teacher. When I was younger, I didn't do a huge amount of coaching, basically because I couldn't fit it in with my actual playing on a very selfish level! I couldn't fit it into the time that I was occasionally ...

Int: So you did Sport & PE and then PGCE?

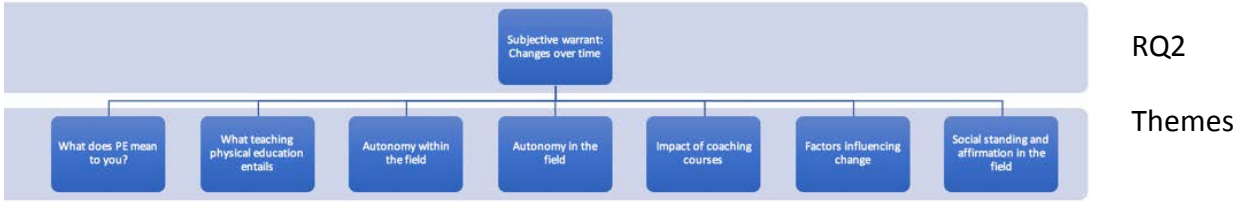
R: Yes, so when I was playing myself, I'd help out occasionally if they needed people for the juniors but I wasn't really involved in coaching a terrible amount. I did sort of helped out at , I had a disabled sports group on a Saturday morning just to get a bit of money but that was a great experience for me, really enjoyed it, kids with physical and mental disabilities and really enjoyed it, loads of different sports, just for two hours on a Saturday morning, really good, really enjoyed that.

eme 3: Interpersonal skills

Most important trait in teaching above all else

Appendix 15: Analysis for Chapter 5: The Subjective Warrant and factors influencing change over time

a) Matrix of themes for RQ2



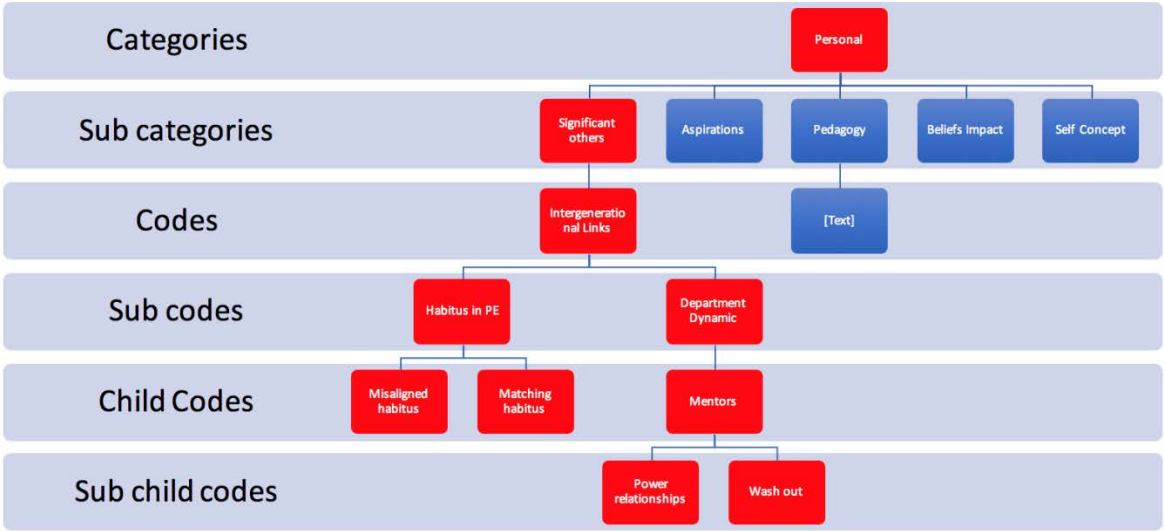
b) Categories

Personal, situational and societal categories specifically for noting changes over time are based upon the template from chapter 4. Again, each matrix depicts the codes and how they are associated with each other in isolation. However, the factors influencing the subjective warrant and how it changes over time are all interrelated, and this is not necessarily captured in this two-dimensional representation. Chapter 5 itself draws everything together. The summary notes and memo excerpts also give an idea of the thought process during the data analysis process.

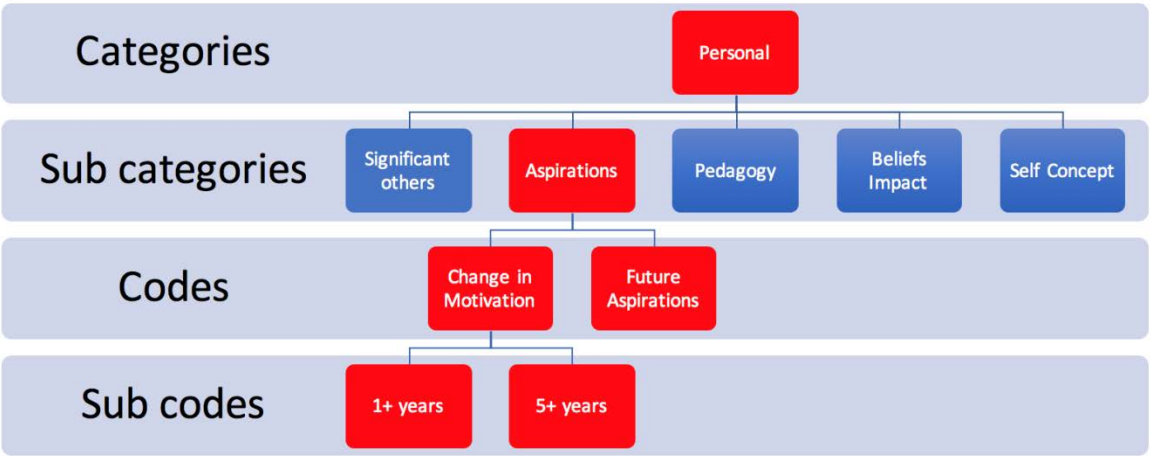
Personal factors (changes over time)

Each matrix shows the codes, sub- codes, sub codes 1 and sub- codes 2 for each sub-category within the category of personal.

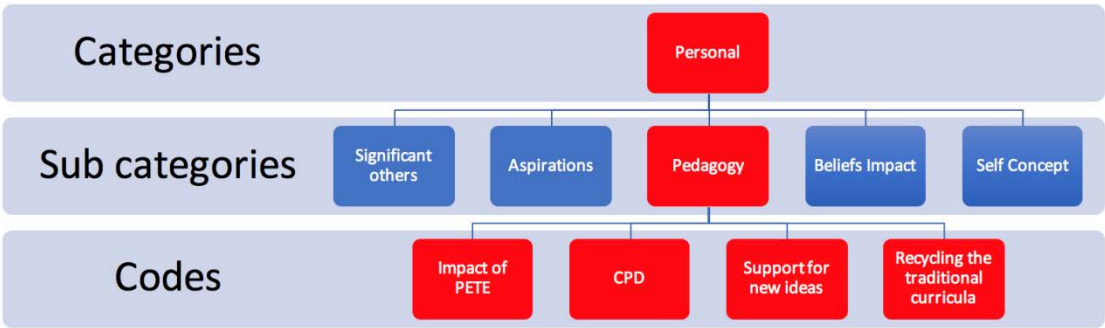
Significant others



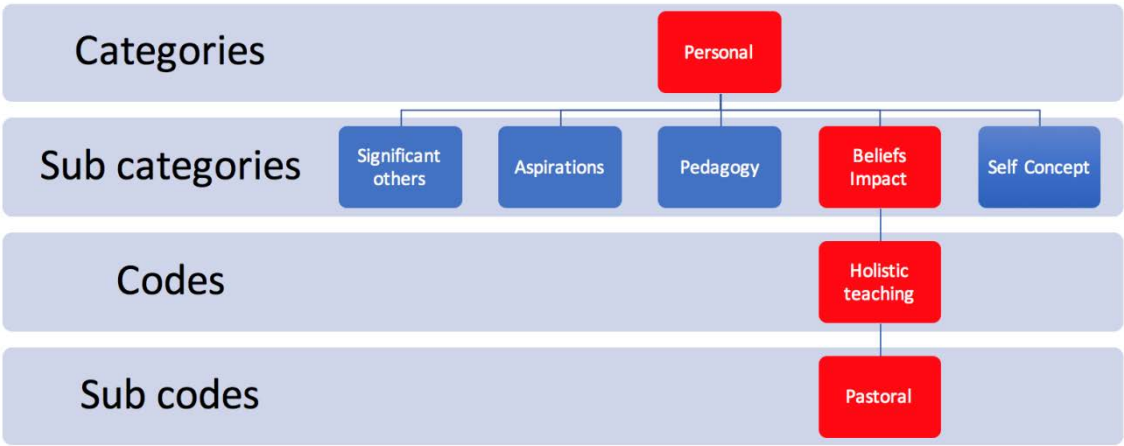
Aspirations



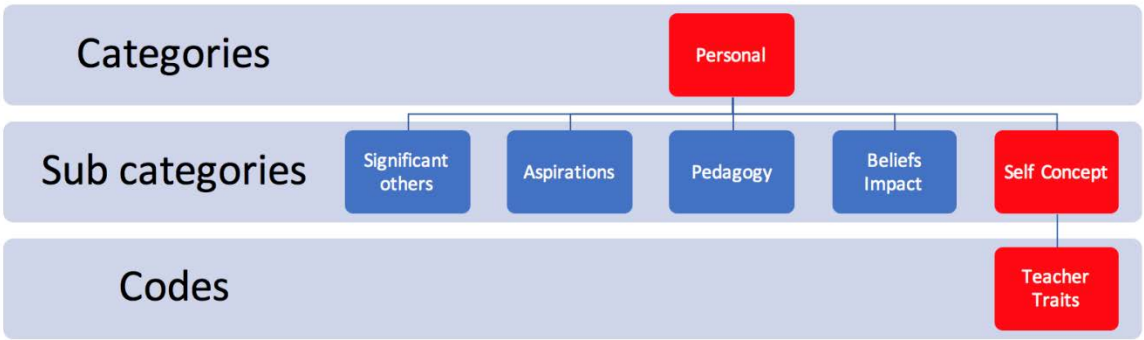
Pedagogy



Beliefs impact

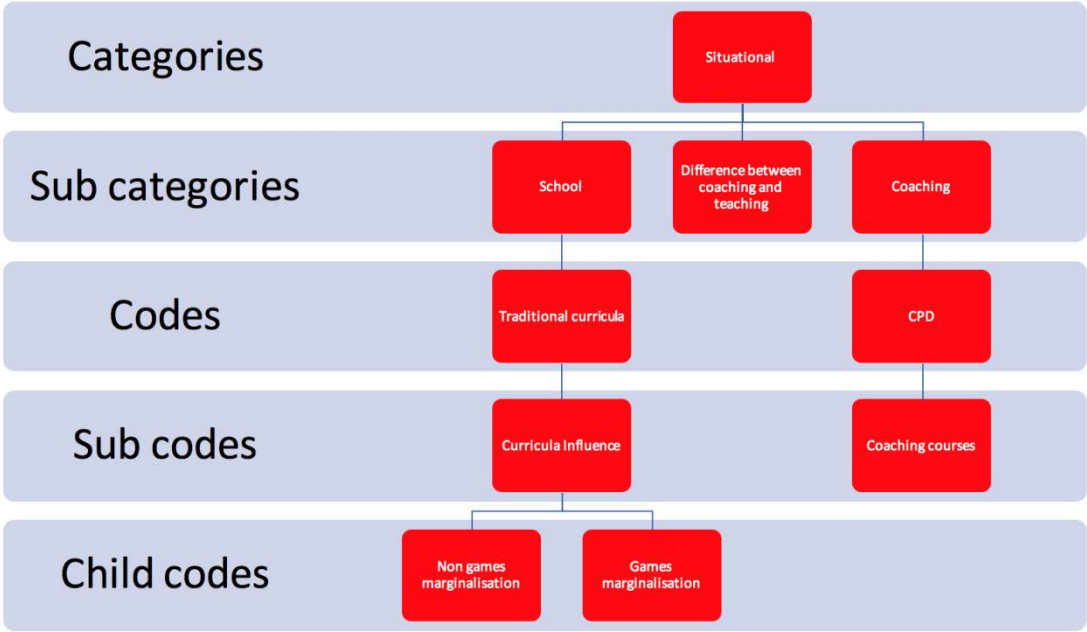


Self -concept

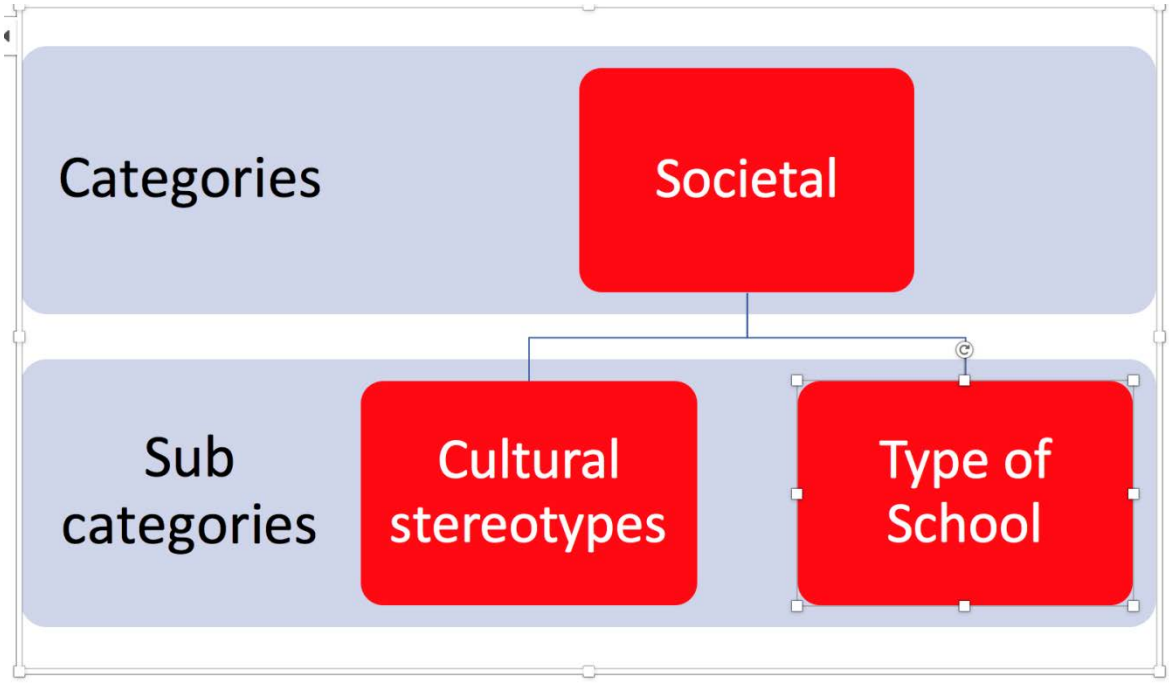


The personal factors influencing the subjective warrant were very prevalent in comparison to the other two, however situational and societal factors had to be considered in conjunction with the personal factors during analysis as they were interrelated.

Situational factors (Changes over time)



Societal (changes Over time)



b) Excerpt from transcripts stored under one of the codes in NVIVO

The transcripts were put into NVIVO. The codes were organised as patterns and commonalities were identified. NVIVO software was used as a tool to organise and store the data. It was regularly checked by my supervisors to ensure there was consistency and accuracy within the coding. Thematic analysis was completed through extensive note taking to consolidate thoughts and ideas. Further reading around particular insights and findings with a view to identify anything new and draw new conclusions informed by previous research was conducted. The example below shows how the data was stored in a particular code. This is the code for 'what does PE mean to you?' This also informed the work surrounding innovative and custodial orientations in teaching when completing the data analysis for RQ1.

literally dive forward to grab me.
Int: Trial and error.
R: Literally I was just backing away like ooh.

Internals\\QTS student interviews\\QTS002 - § 1 reference coded [0.32% Coverage]

Reference 1 - 0.32% Coverage

Yeah I'd say it's a way of life. You need it in life, like I said, to learn certain skills.

Internals\\QTS student interviews\\QTS003 - § 1 reference coded [3.55% Coverage]

Reference 1 - 3.55% Coverage

Coming back to this, how would you define physical education?
R: It's not away from what I [inaudible 00:55:17] stuff, what I would consider it to be probably …
Int: Go on, what you consider it to be because it's your opinion that matters.
R: I think that it's how to encourage children to have a healthy and balanced lifestyle, it seems like, even I see from what little kids in foundation, that go to school with my two, how little some of them do. And you think like 5 year olds are just, if you don't tire them out, they drive you mental so surely everyone's kids are like that, kids are like that aren't they?
Int: Mine have to burn off all the energy so that they can chill out when they're at home.
R: Sit in front of the telly, yeah and eat rubbish but the health implications of that when you're older and if you can't get kids actually into doing some kind of exercise, then you're not stupid enough to think that everyone likes football or running or whatever but there's plenty of some things, some kind of exercise or whatever they can do but everyone , surely there must be something that they can think, "Actually, I quite like doing that". PE is like a massive part in getting from when they're little , in Year 1, all the way through to getting them, even if it's to do something they like, rather than my PE teacher and yours was probably the same as well, "You don't like PE, all right, don't bother then, I'll just take my group of eight that …".

Internals\\QTS student interviews\\QTS004 - § 1 reference coded [0.48% Coverage]

Reference 1 - 0.48% Coverage

How would you define physical education?
R: Getting children active whilst learning at the same time. I'll go with that!

Internals\\QTS student interviews\\QTS006 - § 1 reference coded [0.93% Coverage]

Reference 1 - 0.93% Coverage

How would you define physical education and what does it mean to you?
R: What it means to me is a way of learning, to me, whilst being active and enjoying it. I think physical education is learning through being active, primarily. Enjoyment is not necessarily relevant but bottom line is educating young people through physical activity.

c) Excerpts of memos relating to changes over time

As with the chapter 4 (RQ1), memos giving an overview of each transcript and noting key points/ observations within the participants' stories were made. Betty's memo is depicted below.

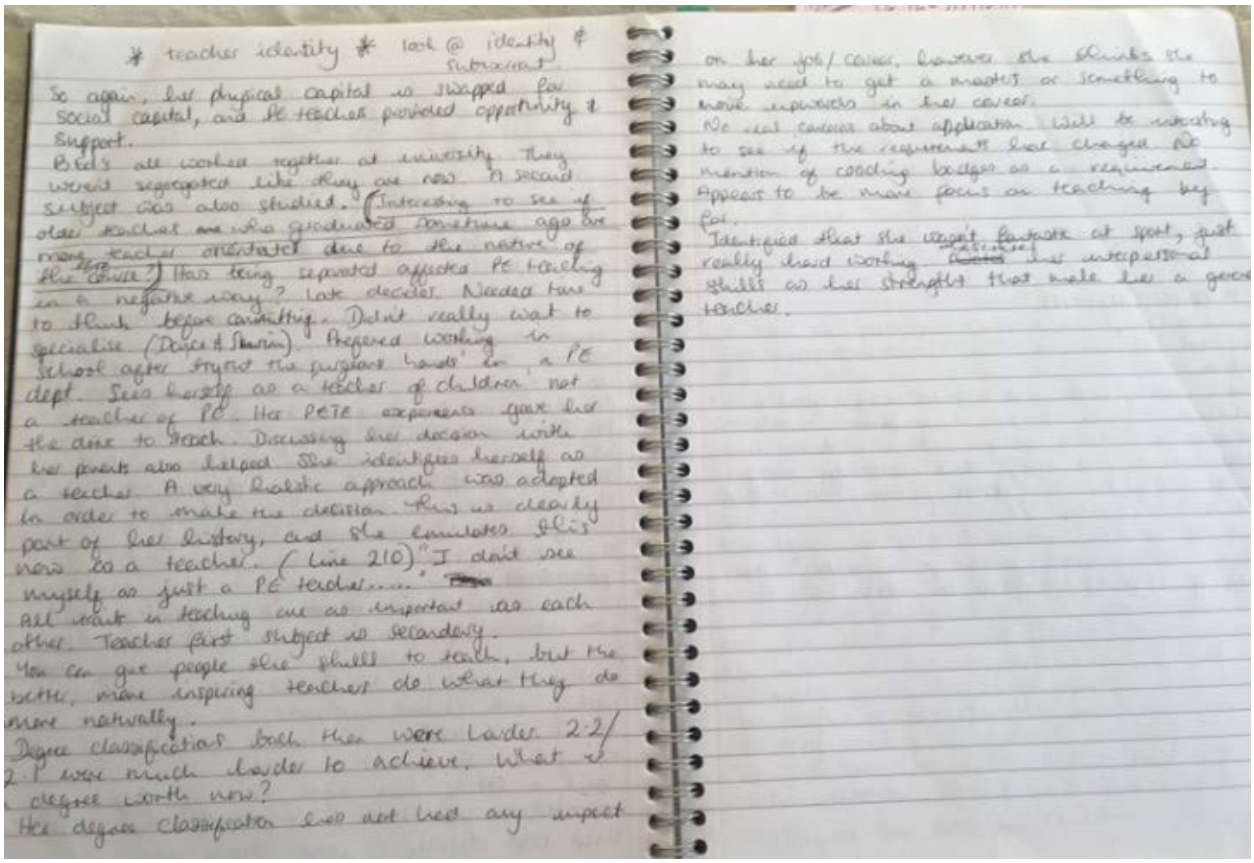
Betty experienced a very traditional curricula at school in her anticipatory phase, and although this is mirrored in the school where she is teaching, her thoughts towards how and what she teaches have differed following PETE. She believes in a more teacher orientated approach, and emulates this within her lower ability groups. This has also been the case with Naomi. her stong netball and hockey coaching puts her in good stead teaching in a performance driven private school. Coaching style is dominant for their high ability students in the performance sports. In the minor activities there is a little more flexibility to experiement with Sprot Education etc that was delivered to her during the professional phase. Betty took up coaching when she realised that she wanted to be a PE teacher. This is follows the concept of looking into why teaching has such a teacher directed pedagogy in PE. This has been easier in terms of access, and the socialisation within the coaching field influences the teaching practise. This is where the fields overlap, particularly where the knowledge of traditional games holds a huge amount of capital over pedagogical knowledge in schools. interestingly, the recruitment into PETE is dominated by the need for coaching badges. There were a significant amount of female teachers in her family, which is white, middle class. becky's attitude towards teaching physical education is one that is very inclusive, however the structure of the school in terms of its performance driven ethos does not match this. She overcomes this by teaching lower ability, coaching higher ability, and teaching the less important activities. Betty was influenced into teaching by an apprenticeship of observation, married with the fact that when she was at school, she was very much a 'PE geek, and spent plenty of time hanging around the PE office. Betty was a late decider, and the decision came following maturation of attitude towards studying etc after choosing the wrong course initially at another institution, having a break, and working in school as a TA. This inspired her love of working with children, which is her driving force in terms of teaching. if she moved out of teaching PE she would focus on pastoral or primary teaching. As with many other participants, careers advice from outside the PE office was very limited. Academically, she ruled out physiotherapy as an option as she percieved physical education teaching as a less academic and more achieveable option for her. Interpersonal skills yet again come out on top in relation to the most important trait in teaching. Her degree classification was not important in her job, however her knowledge of Hockey and netball was. Concerns for applying for PGCE was the need for coaching badges. She has noted, however that most level one courses in all activites are very generic and dont really add to teaching. The difference between teaching and coaching is that teaching= why, and coaching = how. How is deemed more important in competition.

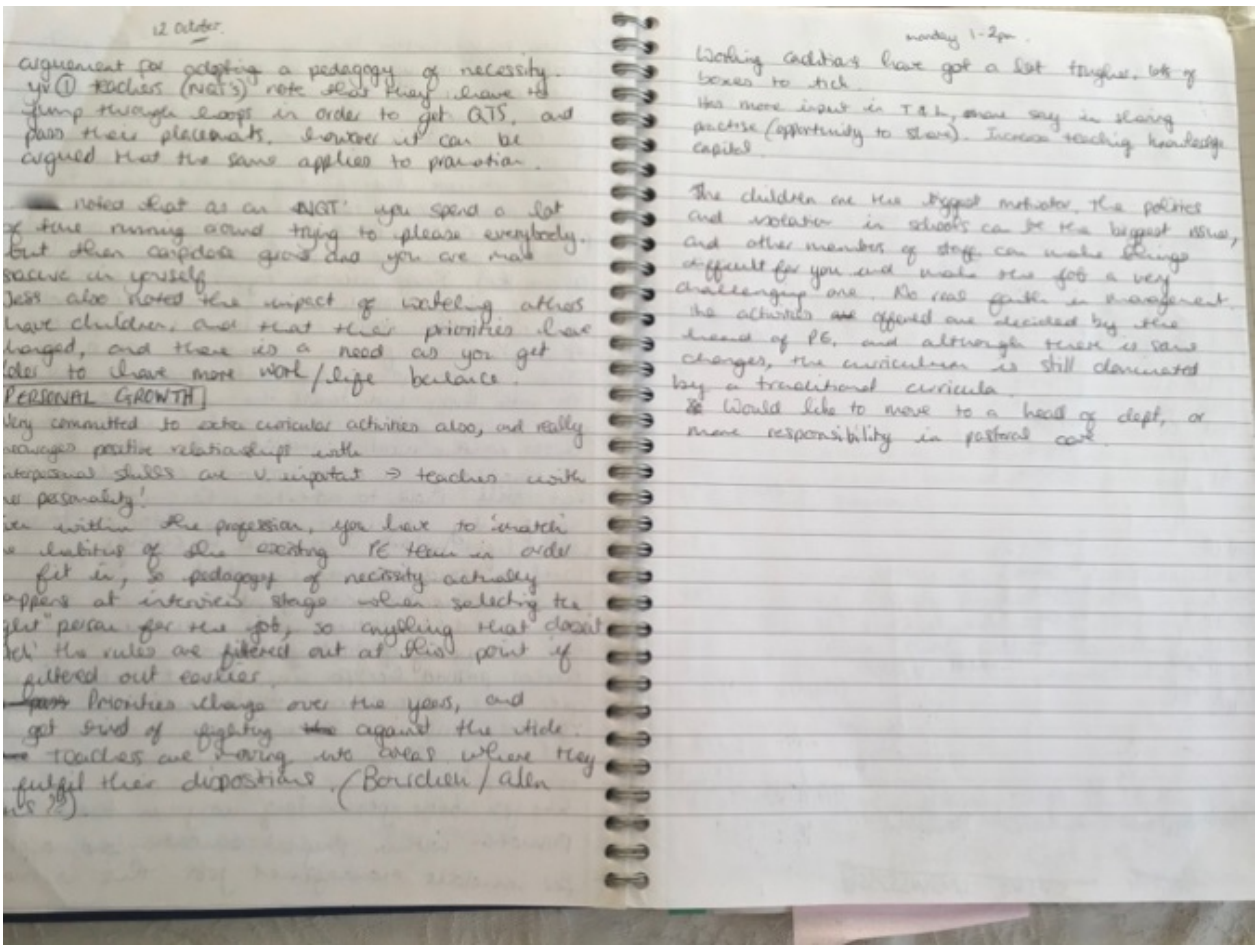
Didnt realise how overwhelming and busy teaching would be in terms of working conditions. has a really supportive team, however they are very rigid in terms of how the high performers in their team games are taught. (coached). The doxa is set in stone. There is as already mentioned some flexibility in the minor sports. Extra curricula supports the marginalisation of non sporty students, who will persue other interests in the wider curriculum. Parental influence and support is vital at home in terms of developing their child's physicalcapital in the performance based sports (netball, hockey and lacrosse.)They are conditioned and shaped to fit the traditional curricula.

Additionally, further memos made as ideas developed. This aided in aligning codes and consolidating the points in line with key literature related to the ideas being explored. The memo below is an example of this.

Kirk (date) identified that teachers deliver a low level of a wide range of sports. This isnt really beneficial to the learner. (memo need to go into more depth with regards to this paper here.
What also needs to be added is that subject knowledge matter capital in relation to the traditional curricula is held in high regard. Without this, you are unable to instigate change. (Nora).
Doris noted that coaching courses (level 1) are a requirement for PGCE. She cannot see the benefit of this. These act as a barrier to those who wish to enter teacher education as not only are they very expensive, they are also very generic at that level, which re inforces Kirks thoughts on the matter.
Due to PETE not teaching the skills needed for a traditional curricula, this is seen by schools as a big gap that needs filling. Experienced 'specialists' that may have a coaching background in this particular sporting area will then be the giver of information, which is normally made up of a more teacher directed approach or watered down cafeteria approach to MBP.

The memo below was made following the initial coding of one of the participants. The handwritten notes dominated during this study as I found it handy to have a note book ready as I transcribed the interviews. These supported the initial coding and later 'testing' of ideas which in turn added to the trustworthiness and rigour during the data analysis process.


* teacher identity * look @ identity & subcontract.
So again, her physical capital is swapped for social capital, and PE teacher provided opportunity & support.
B&S's all worked together at university. They weren't segregated like they are now. A second subject was also studied. (Interesting to see if other teachers who graduated sometime ago are more teacher orientated due to the nature of the course?) Has being separated affected PE teaching in a negative way? Late decider. Needed time to think before committing. Didn't really want to specialise (Dance & Sports). Preferred working in school after trying the surgeons hands on a PE dept. Sees herself as a teacher of children not a teacher of PE. Her PETE experiences gave her the drive to teach. Discussing her decision with her parents also helped. She identifies herself as a teacher. A very realistic approach was adopted in order to make the decision. This is clearly part of her history, and she emulates this now as a teacher. (Line 210) "I don't see myself as just a PE teacher....."
All work in teaching are as important as each other. Teacher first subject is secondary.
You can give people the skills to teach, but the better, more inspiring teachers do what they do more naturally.
Degree classifications back then were harder. 2:2/2:1 were much harder to achieve. What is a degree worth now?
Her degree classification did not had any impact on her job/career, however she thinks she may need to get a masters or something to move upwards in her career.
We end caution about application. Will be working to see if the requirements have changed. No mention of coaching badges as a requirement. Appears to be more focus on teaching by far.
Identified that she wasn't fantastic at sport, just really hard working. Her interpersonal skills as her strengths that make her a good teacher.



12 October

argument for adopting a pedagogy of necessity.
yr ① teachers (NQTs) note also they have to jump through hoops in order to get QTS, and pass their placements. however it can be argued that the same applies to promotion.

[redacted] noted that as an NQT you spend a lot of time running around trying to please everybody. but then confidence grows and you are more assertive in yourself
Jess also noted the impact of watching others have children, and that their priorities have changed, and there is a need as you get older to have more work/life balance.
PERSONAL GROWTH
very committed to extra curricular activities also, and really encourages positive relationships with
interpersonal skills are v. important → teachers with the personality!
even within the profession, you have to 'match' the ambitions of the existing PE team in order to fit in, so pedagogy of necessity actually happens at interview stage when selecting the right" person for the job, so anything that doesn't 'fit' the rules are filtered out at this point if not filtered out earlier.
~~Jess~~ Priorities change over the years, and get tired of fighting ~~the~~ against the tide.
teachers are having into areas where they fulfil their dispositions. (Bourdieu / Allen pg 28).

monday 1-2pm.

Working conditions have got a lot tougher, lots of boxes to tick.
the more input in T&L, more say in shaping practise (opportunity to share). Increase teaching knowledge capital.

The children are the biggest motivator, the politics and rotation in schools can be the biggest issue, and other members of staff can make things difficult for you and make the job a very challenging one. No real faith in management. the activities ~~are~~ offered are decided by the head of PE, and although there is some changes, the curriculum is still dominated by a traditional curricula.
~~I~~ Would like to move to a head of dept, or more responsibility in pastoral care.

e) Excerpts from summary notes made during the iterative process of thematic analysis

The following examples of notes for this chapter and the themes embedded within it are depicted below. The process followed was same as demonstrated in appendix 15.2. The notes were made to help build new ideas, check and evidence them with the codes and transcripts and use them to identify keys terms to explore or refer back to within the body of existing literature.

Changes over time:
Affirmation: ~~dept level~~ dept level for NQT

The subjective warrant evolved over time, and the participants recognised that they modified their practices to suit the demands and requirements of their school environment.

As discussed earlier, teachers noted a real disconnect between knowledge gained in university & the knowledge required ~~for~~ in the school setting. This exacerbated feelings of self-doubt & uncertainty & contributed to the washout of innovative orientated teachers in particular. The participants that had other specialisms were most likely to experiment with more innovative pedagogies and did so in their activities they had strengths in. However, ~~those with~~ their lack in games knowledge left them susceptible to washout because of their reliance on other 'experts' within the physical education field who tended to hold a custodial orientation. ~~The~~ Participants that had strengths in ~~other~~ activities other than games often felt marginalised. Some adopted ways to overcome this by associating themselves with what the department needed or ~~valuing~~ relying on the 'expert' ~~&~~ and ~~giving~~ building relationship based on necessity.

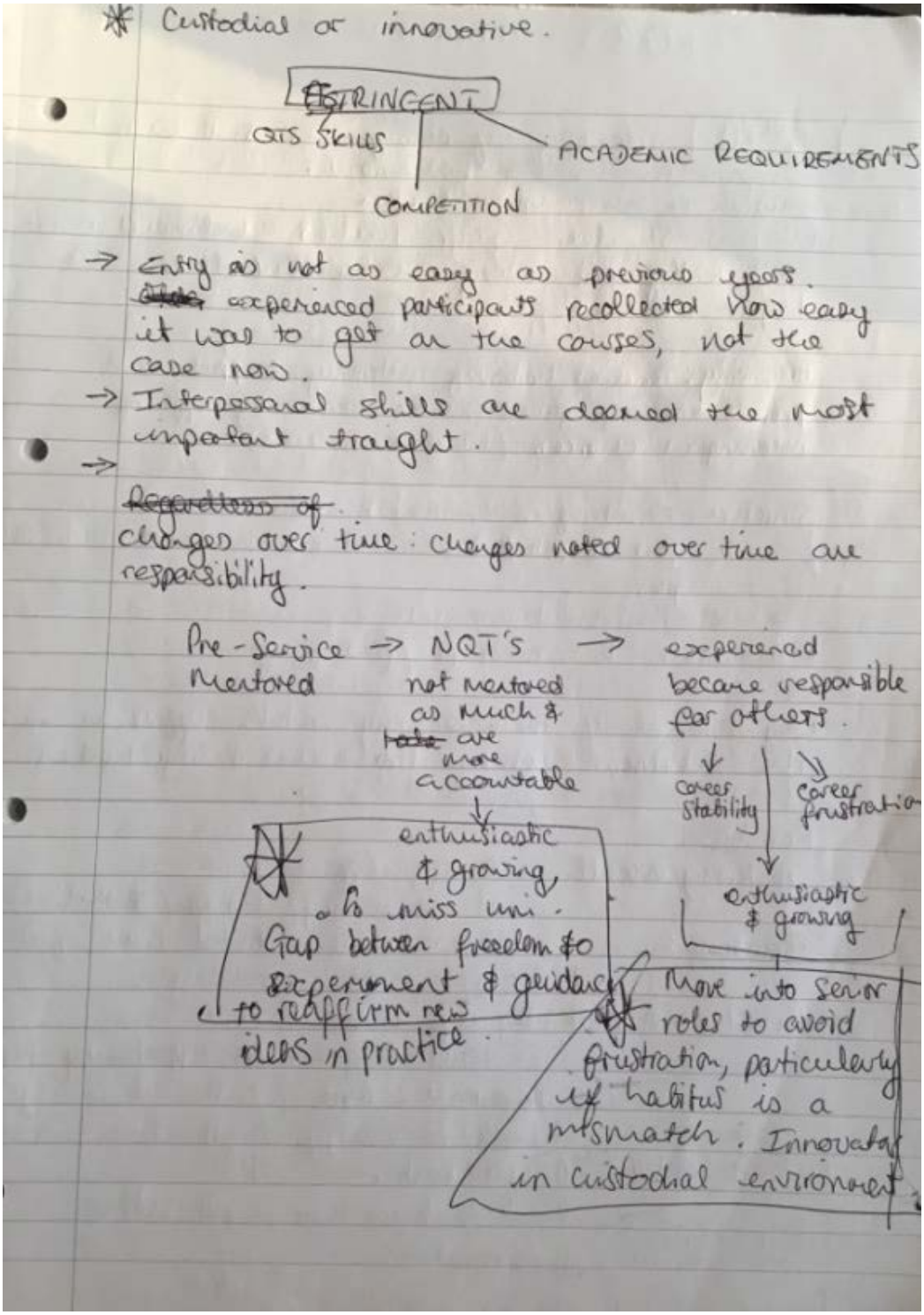
Those with a mismatch of habitus who did not conform entered career frustration. As with Smith & Karp (1996) the power had a matching habitus, the others emulated practice to fit in, and the marginalised remained so.

Academisation ~~has~~ of physical education has changed the reality of teaching, however in this instance at career entry it remains the same.

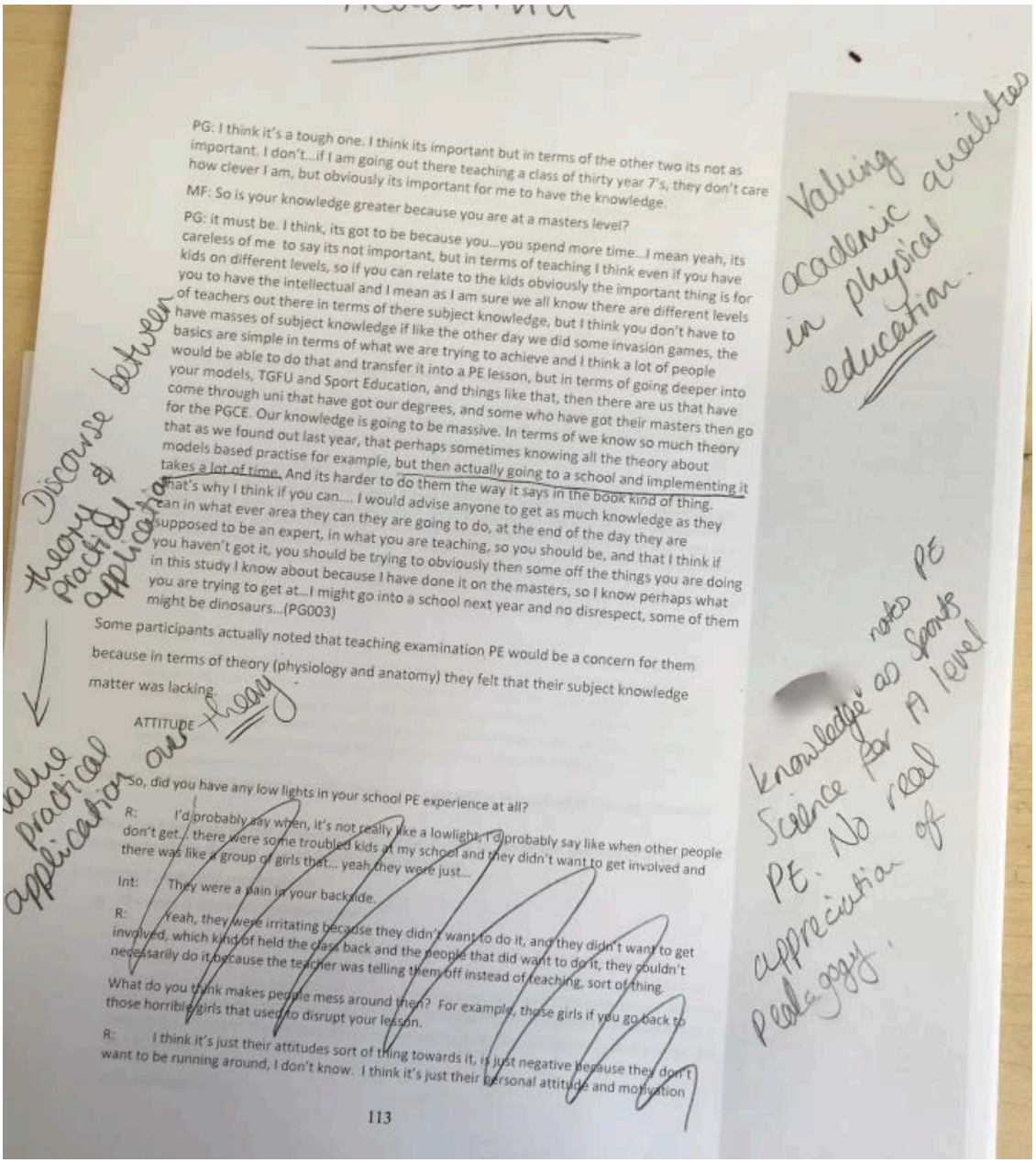
Although MacPhail (2004) noted that ~~teachers~~ teachers felt they had the expertise required to teach examination pe, the participants highlighted this as an area they lacked confidence in. ~~The~~ NQT's reported that they have had to 'learn on the job' & experienced teachers suggested that they were not equipped in sport science knowledge ~~is~~ necessary for 'a' level physical education. The ~~also~~ past changes to the exam have destabilised the confidence in experienced teachers. Furthermore, their ability to get on with the dept was far more important than their academic or teaching ability.

~~Pa~~ The NQT's ~~reality~~ ~~without~~ ~~the~~ highlighted a change in their feelings toward accountability. lengthy lesson plans were no longer being checked, and they had the freedom to teach the way they wanted to teach. ET's also noted that they had little time to prepare for lessons, and would teach for comfort. The administrative responsibilities ~~teach~~ sidelined actual teaching. For more pressure on government agenda has meant that ~~for~~ more students have complex needs. The realities of teaching are somewhat different to what Lortie (1975) suggested. ET's no longer felt trusted to 'just get on'

The below is a flow diagram for the themes in chapter 5:



f) An excerpt from first draft chapter



PG: I think it's a tough one. I think its important but in terms of the other two its not as important. I don't...if I am going out there teaching a class of thirty year 7's, they don't care how clever I am, but obviously its important for me to have the knowledge.

MF: So is your knowledge greater because you are at a masters level?

PG: it must be. I think, its got to be because you...you spend more time...I mean yeah, its careless of me to say its not important, but in terms of teaching I think even if you have kids on different levels, so if you can relate to the kids obviously the important thing is for you to have the intellectual and I mean as I am sure we all know there are different levels of teachers out there in terms of there subject knowledge, but I think you don't have to have masses of subject knowledge if like the other day we did some invasion games, the basics are simple in terms of what we are trying to achieve and I think a lot of people would be able to do that and transfer it into a PE lesson, but in terms of going deeper into your models, TGFU and Sport Education, and things like that, then there are us that have come through uni that have got our degrees, and some who have got their masters then go for the PGCE. Our knowledge is going to be massive. In terms of we know so much theory that as we found out last year, that perhaps sometimes knowing all the theory about models based practise for example, but then actually going to a school and implementing it takes a lot of time. And its harder to do them the way it says in the book kind of thing. That's why I think if you can.... I would advise anyone to get as much knowledge as they can in what ever area they can they are going to do, at the end of the day they are supposed to be an expert, in what you are teaching, so you should be, and that I think if you haven't got it, you should be trying to obviously then some off the things you are doing in this study I know about because I have done it on the masters, so I know perhaps what you are trying to get at...I might go into a school next year and no disrespect, some of them might be dinosaurs...(PG003)

Some participants actually noted that teaching examination PE would be a concern for them because in terms of theory (physiology and anatomy) they felt that their subject knowledge matter was lacking.

ATTITUDE

So, did you have any low lights in your school PE experience at all?

R: I'd probably say when, it's not really like a lowlight, I'd probably say like when other people don't get... there were some troubled kids at my school and they didn't want to get involved and there was like a group of girls that... yeah they were just...

Int: They were a pain in your backside.

R: Yeah, they were irritating because they didn't want to do it, and they didn't want to get involved, which kind of held the class back and the people that did want to do it, they couldn't necessarily do it because the teacher was telling them off instead of teaching, sort of thing.

What do you think makes people mess around then? For example, those girls if you go back to those horrible girls that used to disrupt your lesson.

R: I think it's just their attitudes sort of thing towards it, is just negative because they don't want to be running around, I don't know. I think it's just their personal attitude and motivation

113

Valuing academic qualities in physical education.

Discourse between theory & practical application

value practical application over theory

knowledge as sports Science for A level PE. No real appreciation of pedagogy.